Wisconsin Department of Public Instruction Division for Learning Support

Special Education Team

Special Education Procedural

Compliance Self-Assessment

Guide

For 2012-13 Submissions

July 2012



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Special Education Procedural Compliance Self-Assessment

Purpose

The Wisconsin Department of Public Instruction (WDPI) is responsible for developing and implementing methods to ensure public agencies comply with requirements of the Individuals with Disabilities Education Act (IDEA) 2004 and Subchapter V, Chapter 115, Wis. Stats. The WDPI has worked in collaboration with stakeholders to establish a system of general supervision, which includes compliance monitoring of public agencies, complaint investigation, dispute resolution through IEP facilitation, mediation and due process hearings, fiscal monitoring, and data verification.

The duties of the WDPI include developing and implementing effective methods to identify noncompliance and to ensure noncompliance is corrected as soon as possible, but no later than one year after identification. As part of this effort, the WDPI reviews special education policies, procedures, and forms, and conducts cyclical compliance monitoring of public agencies' implementation of special education requirements. The purpose of this document is to describe the procedures WDPI follows to implement cyclical procedural compliance monitoring of public agencies.

Overview of Special Education Compliance Monitoring

- The WDPI monitors approximately 440 public agencies, including independent 2r charter schools, the Wisconsin Department of Health Services, and the Wisconsin Department of Corrections.
- The WDPI ensures all public agencies establish policies, procedures, and special education forms that comply with special education requirements.
- IDEA budgets are reviewed for compliance with special education requirements.
- All public agencies are monitored for implementation of selected special education requirements at least once during the five-year IDEA State Performance Plan cycle through a self-assessment.
- Annually, WDPI conducts activities to validate the accuracy of self-assessments.
- Public agencies are required to correct noncompliance as soon as possible, but no later than one year after identification.
- Annually, the WDPI conducts activities to verify noncompliance has been corrected and the agency is currently in compliance with regulatory requirements.
- The WDPI publishes a report summarizing the findings of monitoring activities.
- Monitoring efforts are evaluated annually.

Policies and Procedures, and Special Education Forms

The WDPI ensures all public agencies adopt policies and procedures, and special education forms that comply with IDEA 2004 and state law. Model public agency special education policies and procedures and model special education forms are disseminated by the WDPI (http://dpi.wi.gov/sped/form.int.html, http://dpi.wi.gov/sped/forms06.html). Each public agency informs the WDPI whether it has adopted the WDPI model policies and procedures and special education forms, or whether it has developed its own policies and procedures and special

education forms. If a public agency had adopted the WDPI policies and procedures or special education forms, it submitted an assurance it has adopted them. If the public agency has developed or substantially modifies its own policies and procedures or special education forms, it submits them for WDPI review. The WDPI reviews them for compliance and requires the public agency to revise within 60 days of identification any policies, procedures, or special education forms not in compliance.

Whenever an LEA substantially modifies its policies and procedures or special education forms, the LEA submits to WDPI the new or modified policy, procedure, or special education form. The WDPI reviews the revision for compliance, and if it does not comply with special education requirements, the LEA is required to revise it. Annually public agencies assure the WDPI they understand the requirement to submit any policies and procedures or special education forms with substantive modifications.

Implementation Monitoring: The Procedural Compliance Self-Assessment

One method of monitoring implementation of special education requirements is a public agency self-assessment using samples of students' individualized education program records and other sources. The self-assessment content includes selected requirements of IDEA 2004 and state law, which are closely related to improving student outcomes. The requirements included in the self-assessment are related to the IDEA State Performance Plan indicators. WDPI collects data for Wisconsin State Performance Plan indicator 11 through the procedural compliance self-assessment. The requirements and indicators are listed in Appendix A. Independent charter schools (2r charter schools) are required to meet IDEA requirements and report data for State Performance Plan indicators but are not required to meet additional requirements of State special education law. Procedural compliance self-assessment requirements that do not apply to students attending independent 2r charter schools are noted in Appendix A.

Within three samples and several census items, the procedural compliance self-assessment addresses the following topic areas: parent participation, evaluation, IEP team, IEP content, discipline, and private schools. The WDPI may modify the content of a public agency's self-assessment to include other potential compliance issues identified by the WDPI special education team. Sources of information include: state IDEA complaints; previous compliance monitoring; due process hearings; fiscal monitoring; agency policies submitted for WDPI review; data review; and state-wide issues identified by WDPI or the Office of Special Education Programs, U.S. Department of Education.

Selecting Public Agencies for Self-Assessment

The WDPI monitors approximately 440 local educational agencies, including independent 2r charter schools, the Wisconsin Department of Health Services, and the Wisconsin Department of Corrections. In addition, WDPI monitors the Wisconsin Educational Services Program for the Deaf and Hard of Hearing and the Wisconsin Center for the Blind and Visually Impaired. These public agencies will be monitored during the current IDEA State Performance Plan cycle. One cohort is monitored each year beginning with the 2011-12 school year. Wisconsin's public agencies have been divided into five cohorts, each cohort is representative of the state for pupil enrollment, areas of disability, gender, ethnicity and race. Public agencies with average daily

membership of 50,000 or more participate in compliance monitoring activities each year. The procedural compliance self-assessment schedule appears in Appendix B. The schedule may be modified to permit priority scheduling of a public agency based on concerns identified by the WDPI special education team.

Preparing for the Self-Assessment

In the spring of each year, public agencies are notified they are required to participate in the procedural compliance self-assessment during the next school year. The WDPI strongly recommends a public agency establish a procedural compliance self-assessment ad hoc committee composed of parents and school staff. The ad hoc committee may be appointed by any public agency personnel or public agency body with authority to do so. Action by the school board or other governing body is not required by WDPI. Parent members of the ad hoc committee may be selected from existing advisory groups. A parent who is the school-parent liaison may be appointed as a parent member on the ad hoc committee. Prior to conducting the self-assessment, the ad hoc committee should plan how the self-assessment will be conducted. WDPI recommends a team of public agency staff conduct the self-assessment. The team may include agency staff from the committee. Parents do not participate in reviewing student records and other confidential student information. It is recommended public agency staff review the WDPI training materials located on the self-assessment website prior to conducting the procedural compliance self-assessment (http://dpi.wi.gov/sped/spp-selfassmt.html). The training covers developing samples, understanding directions and standards for assessing each requirement, developing a corrective action plan to address noncompliance, and reporting selfassessment results and corrective actions to WDPI.

Conducting the Self-Assessment

Sampling

The procedural compliance self-assessment uses sampling techniques, in part, to develop a data set. Three samples are used in the self-assessment: evaluations; IEPs; and discipline. The directions for creating each sample are in Appendix C. Sampling is used as a cost-effective method of assessing a public agency's performance without reviewing information on every child. The information gathered is used to generalize from the sample to all children with disabilities served by the public agency. To increase precision, some samples have been "weighted" to ensure certain subgroups are adequately represented in the sample. For example, samples of IEPs and IEP team evaluations are stratified to ensure elementary, middle, and high school students are represented. A table for determining sample size is in Appendix D.

Evaluating Compliance

Current school year IEPs, IEP team evaluations from the previous school year, and public agency records are used to conduct the self-assessment. Record review checklists have been developed by the WDPI for use with pupil records of students in the samples. The checklists contain requirements relevant for each sample. An electronic recording form has been developed to summarize the results from each sample. The electronic recording form must be completed and submitted for each sample. All records created for the self-assessment must be maintained for the year in which the self-assessment is completed and for four (4) additional fiscal years (July 1 through June 30). Record review checklists and recording forms appear in Appendix E. The WDPI has standards and directions for each requirement in the self-assessment. The standards and directions are applied by the public agency staff in completing the self-assessment. These appear in Appendix F.

Reporting and Reviewing Self-Assessment Results

The WDPI strongly recommends the public agency's procedural compliance self-assessment ad hoc committee review the self-assessment results and proposed corrective actions prior to the public agency reporting the results to WDPI. The WDPI has developed an internet-based system for public agencies to report self-assessment results and submit recording forms. Public agencies report their results to the WDPI in November via the web-based application. The directions for reporting are found in Appendix G. At the time the public agency reports the self-assessment results, the web-based application identifies any areas of noncompliance. The public agency must correct any noncompliance as soon as possible, and no later than one year from the date WDPI notifies the public agency of noncompliance by letter.

Each year the WDPI reviews all public agency self-assessment reports. The WDPI reviews information about the extent of parent participation in the public agency's ad hoc procedural compliance self-assessment committee, the number of cases in each sample used in the self-assessment, the number of compliance errors for each requirement, and the extent, if any, that the public agency's self-assessment process varied from prescribed procedures. Procedural compliance self-assessment results from independent 2r charter schools are reported by WDPI to the charter schools' authorizing entities.

As soon as possible after identifying the noncompliance, the public agency corrects all compliance errors for individual students in the self-assessment samples. The steps required to address compliance errors for individual students are prescribed by WDPI; these appear in Appendix G, and on the standards and directions. Public agencies are informed of the steps that must be taken to address these errors by the web-based reporting application. Based upon the errors identified in the samples, the public agency takes appropriate additional steps to ensure future compliance, such as communicating with staff, reviewing future work product, revising policies, procedures, or forms; training staff; increasing supervision; or adding staff and other resources. As part of its self-assessment verification activities, the WDPI verifies each public agency's correction of compliance errors for individual students in the samples, and verifies the agency is in current compliance with regulatory requirements.

Corrective Action Plans

Each individual instance of noncompliance must be corrected as specified in the self-assessment report, and steps must be taken to ensure future compliance. When the public agency's procedural compliance self-assessment indicates an error, the public agency must develop agency-wide corrective actions to correct the identified noncompliance and to ensure future compliance.

All public agency noncompliance must be corrected as soon as possible and no later than one year from the date WDPI notifies the public agency of noncompliance by letter. WDPI will verify the agency has corrected each individual case of noncompliance and the agency is currently in compliance with regulatory requirements.

A public agency is required to submit to the WDPI a corrective action plan addressing the noncompliance via the web-based self-assessment report. The WDPI strongly recommends self-assessment results and proposed corrective actions be reviewed with the agency's ad hoc self-assessment committee prior to submitting a corrective action plan to WDPI. The corrective action plan includes required activities to bring about compliance and to ensure future compliance. Examples include revising policies, procedures, or forms; training staff; increasing supervision; changing staff assignments; or adding staff and other resources. WDPI's web-based reporting system provides the proposed correction strategies reasonably calculated to correct the identified noncompliance in a timely manner and ensure future compliance.

Each public agency needs to review its internal control system as part of participation in the Procedural Compliance Self-Assessment (PCSA). An internal control system allows a Local Educational Agency (LEA) to detect and promptly correct noncompliance. Data from an internal control system assists the LEA to determine root causes of noncompliance. Finally, an internal control system helps ensure the LEA continues to maintain compliance with federal and state special education requirements.

Components of an effective internal control system:

- 1. Infrastructure System: The LEA should create or update its infrastructure for systematic record review and ongoing monitoring of correction. The system should clearly outline who has responsibility for its continuous operation. The system may involve teachers, school psychologists, directors of special education, as well as local education agency representatives (LEA reps). The system may include review of random samples of records, similar to the process included in the PCSA. Effective systems allow for monitoring at the school, department, or individual staff member level as appropriate for each LEA. "Drilling down" to these various levels allows LEAs to discover root causes of noncompliance and provides a method for efficient and effective correction and technical assistance. Systems should ensure record reviews are completed in a timely manner, respecting required timelines. LEAs should ensure the internal system of control is used consistently across all schools.
- Ongoing training: A critical component of the system is ongoing training on correct implementation of procedural requirements. Some LEAs choose to base training on the PCSA Standards and Directions. LEAs should plan for initial training of new staff as well as updated and refresher training of veteran staff.

3. **Tools**: The LEA should develop tools to be used at the school, region or public agency level. Examples of tools include comprehensive compliance checklists, protocols for peer reviews, and computerized form systems with built-in compliance checks.

Some LEAs review individualized education programs (IEPs) for compliance after the IEP team meeting has occurred. LEAs must use caution when using this approach. When the person reviewing the IEP did not participate in the IEP team meeting, the person cannot know the substance of the discussion that occurred.

Corrections to IEPs may be made without a meeting provided the corrections do not affect or change a student's educational placement and the LEA and the parent agree. The LEA must provide written notice describing the changes and a copy of the revised IEP. The LEA must reconvene the IEP team in order to make any corrections affecting or changing a student's educational placement.

Validating the Self-Assessments

Annually, the WDPI selects public agencies to validate the accuracy of procedural compliance self-assessments. The WDPI uses a number of factors to determine which public agency self-assessments to validate including, but not limited to:

- the number of requirements found in noncompliance,
- the extent of parent participation,
- · geographic representation,
- public agency size, and
- timeliness of reporting.

Any public agency advanced on the monitoring schedule because of concerns identified by the WDPI special education team is included in validation activities. Also, WDPI randomly selects the self-assessments of some public agencies for validation. WDPI may collect additional data onsite if warranted.

When conducting the validation, WDPI staff tests the accuracy of data obtained from public agency record reviews, interviews, and other documents. WDPI staff examines student records from each self-assessment sample. WDPI staff determines whether the public agency staff accurately determined compliance.

If the WDPI determines any requirement is not accurately assessed, the public agency staff is instructed in the proper assessment of the requirement(s). The public agency then reassesses all records in the samples for the requirements found not accurately assessed. After completing the reassessment, the public agency files a revised self-assessment report with the WDPI. The revised self-assessment results for an independent 2r charter school are reported by WDPI to the charter school's authorizing entity. A revised corrective action plan is reported to the WDPI with the reassessment results, if the results of the reassessment warrant revision of the plan. The reassessment report and the revised corrective action plan are reviewed by WDPI staff.

Verifying Public Agency Noncompliance Is Corrected

The WDPI verifies all public agencies in the cohort have corrected any identified noncompliance, and are currently in compliance with regulatory requirements, within one year of

notifying public agencies of noncompliance. The verification process is conducted as soon as possible and prior to the end of the one-year period for correcting noncompliance, so that WDPI may provide additional technical assistance to ensure the public agency's noncompliance is corrected within one year of notification. The WDPI determines whether noncompliance is corrected by examining pupil records and other documents and conducting interviews when warranted. WDPI staff randomly selects students from the self-assessment samples and examines their records. WDPI may collect data or conduct interviews onsite when warranted. The WDPI determines whether the agency is currently in compliance with regulatory requirements by examining a reasonable sample of randomly selected pupil records created after the agency completes its corrective action activities.

If, as a result of its verification activities, the WDPI determines all noncompliance is corrected, and the agency is currently in compliance with regulatory requirements, the WDPI notifies the public agency it is in compliance. If the WDPI determines all noncompliance is not corrected, or the agency is not currently in compliance with regulatory requirements, the WDPI will provide training or technical assistance to assist the public agency to correct the noncompliance as soon as possible. Verification activities continue until the public agency is able to demonstrate 100% compliance. If the public agency is an independent 2r charter school, the school's status is reported by WDPI to the school's authorizing entity. The self-assessment is complete when WDPI verifies all noncompliance is corrected and notifies the agency.

Annually, WDPI is required to make a determination about whether each public agency meets the requirements and purposes of the Individuals with Disabilities Education Act (IDEA). If the agency does not correct identified noncompliance and demonstrate it is currently in compliance with regulatory requirements within one year of being notified of noncompliance by WDPI, the public agency's annual determination is affected and other sanctions may be applied.

2012-13 Self-Assessment Timeline

July 1, 2012:

Public agencies may begin self-assessment sampling and evaluation.

November 16, 2012:

Deadline for submission of self-assessment results to DPI.

December 1, 2012:

- DPI notifies public agencies of findings of noncompliance and directs correction of noncompliance.
- Public agencies begin correction of noncompliance.
- Validation activities begin for selected public agencies.

February 15, 2013:

- Public agencies submit assurance indicating all student specific noncompliance has been corrected.
- · Verification activities for all public agencies begin.
- Sampling period for verification of current compliance begins.

March 1, 2013:

- · DPI notifies public agencies of verification procedures
- · Verification activities for all public agencies begin.

May 15, 2013:

Sampling period for verification of current compliance ends.

May 31, 2013:

Lists of students for verification of current compliance due to DPI.

November 1, 2013:

- All verification activities must be complete
- 2012-13 self-assessments closed

Appendix A:
Self-Assessment Content
and
Related SPP Indicators

Self-Assessment Content and Related State Performance Plan Indicators

	Compliance Statement	Indicators	Citations
EVAL-1	The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.	8	300.305(a) 300.321(a)(1)
	A review of existing evaluation data on the student to identify what additional data, if any, were needed to complete the evaluation or reevaluation included:	3	300.305(a) 300.321(a)(2-4)
EVAL-2	a. not less than 1 regular education teacher of such student (if the student is, or may be, participating in the regular education environment); and		
EVAL-3	b. not less than 1 special education teacher of the student, or where appropriate, not less than 1 special education provider of such student; and		
EVAL-4	c. a local educational agency representative.		
EVAL-5	The student's parent attended the meeting to determine whether the student is or continues to be a child with a disability or participated by other means.	8	115.78(2)(a) 300.306 300.501(b)
EVAL-6	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed evaluations and information provided by the student's parents.	8	300.305(a)(1)
EVAL-7	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions.*	10	115.782(2)(b)1
IEP-1	The student's parent attended the meeting(s) to develop or review the student's IEP or participated by other means.	8	115.78(2)(b) 300.322
IEP-2	The student's parent attended the meeting to determine the student's placement or participated by other means.	8	115.78(2)(c) 300.327 300.501(c)
IEP-3	The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a LEA representative.	1	300.321(a)(4)
IEP-4	The IEP contains a statement of the student's present levels of academic achievement and functional performance.	3	300.320(a)(1)
IEP-5	The IEP includes how the student's disability affects the student's involvement and progress in the general curriculum or for a preschool student in age-appropriate activities.	3	300.320(a)(1)(i)
IEP-6	The IEP team must, in the case of a student whose behavior impedes his or her learning, or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.	4	300.324(a)(2)(i)
IEP-7	The student's IEP includes a statement of measurable annual goals for the student.	3	300.320(a)(2)
IEP-8	The IEP includes a statement of how the student's progress toward achieving the annual goals will be measured.	3	300.320(a)(3)(i)
IEP-9	The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.	5	300.320(a)(5)

	Compliance Statement	Indicators	Citations
IEP-10	The statement of special education in the IEP includes anticipated frequency including the amount.	3	300.320(a)(4) & (7)
IEP-11	The statement of related services, if any, includes anticipated frequency including the amount.	3	300.320(a)(4) & (7)
IEP-12	The student's placement is determined at least annually.	5	300.116(b)(1)
IEP-13	Following the development or revision of the individualized education program and prior to its implementation, the student's parent(s) were provided a notice.	8	300.503(a)
DISC-1	After the tenth cumulative day of removal in the same school year, the student received educational services during subsequent periods of removal.	4	300.530(d)(4) & (5)
DISC-2	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of school code, the LEA must conduct a manifestation determination.	4	300.530(e)
DISC-3	If the LEA determines the conduct was a manifestation of the student's disability, the LEA conducted a functional behavioral assessment and implemented a behavioral intervention plan (BIP), or if a BIP had previously been developed, reviews and modifies the BIP as necessary.	4	300.530(f)
DISC-4	On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of school code, the LEA notified the parent and provided the parents a copy of the procedural safeguards notice.	4	300.530(h)
NO SAMPLE- 1	After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.*	Other	300.135
NO SAMPLE- 2	Each parentally placed private school student with a disability who has been designated by the LEA to receive services has a current services plan that describes the special education and related services the LEA will provide for the student.*	Other	300.138(b)
NO SAMPLE- 3	The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation.	11	300.301(c)(1)(i)

^{*}Not required for independent 2r charter schools authorized under s.118.40, Stats.

Appendix B: Public Agency Procedural Compliance Self-Assessment Schedule

4/16/2013

21st Century Prep School 2013-2014 Abbotsford 2013-2014 Adams-Friendship Area 2013-2014 Albany 2014-2019 Algoma 2014-2014 Alma 2013-2014 Alma Center 2011-2013 Almond-Bancroft 2012-2013 Altoona 2015-2016 Amery 2011-2013 Antigo Unified 2013-2014 Appleton Area 2015-2016 Argyle 2015-2016 Arrowhead UHS 2011-2013 Ashland 2011-2013 Ashwaubenon 2015-2016 Athens 2014-2019 Auburndale 2012-2013 Augusta 2013-2016 Baldwin-Woodville Area 2012-2013
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Antigo Unified 2013-2014 Appleton Area 2015-2016 Arcadia 2014-2015 Argyle 2015-2016 Arrowhead UHS 2011-2013 Ashland 2011-2013 Ashwaubenon 2015-2016 Athens 2014-2015 Auburndale 2012-2013 Augusta 2013-2014
Appleton Area 2015-2010 Arcadia 2014-2013 Argyle 2015-2010 Arrowhead UHS 2011-2013 Ashland 2011-2013 Ashwaubenon 2015-2010 Athens 2014-2013 Auburndale 2012-2013 Augusta 2013-2014
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Argyle 2015-2016 Arrowhead UHS 2011-2013 Ashland 2011-2013 Ashwaubenon 2015-2016 Athens 2014-2013 Auburndale 2012-2013 Augusta 2013-2014
Arrowhead UHS 2011-2012 Ashland 2011-2012 Ashwaubenon 2015-2010 Athens 2014-2012 Auburndale 2012-2012 Augusta 2013-2014
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Ashwaubenon 2015-2016 Athens 2014-2015 Auburndale 2012-2015 Augusta 2013-2016
Athens 2014-201 Auburndale 2012-201 Augusta 2013-2014
Auburndale 2012-2013 Augusta 2013-2014
Augusta 2013-2014
9
Baldwin-Woodville Area 2012-2013
Bangor 2015-2016
Baraboo 2012-2013
Barneveld 2015-2016
Barron Area 2011-2013
Bayfield 2012-2013
Beaver Dam 2011-2013
Beecher-Dunbar-Pembine 2015-2010
Belleville 2015-2010
Belmont Community 2011-2013
Beloit 2012-2013
Beloit Turner 2012-2013
Benton 2014-201
Berlin Area 2011-2013
Big Foot UHS 2015-2016
Birchwood 2014-201
Black Hawk 2015-201
Black River Falls 2014-201
Blair-Taylor 2012-2013
Bloomer 2012-2013
Bonduel 2013-2014
Boscobel Area 2014-201
Bowler 2011-2012
Boyceville Community 2013-2014
Brighton #1 2012-2013
Brillion 2013-2014

Bristol #1	2011-2012
Brodhead	2014-2015
Brown Deer	2014-2015
Bruce	2014-2015
Bruce Guadalupe	2011-2012
Burlington Area	2013-2014
Butternut	2015-2016
Cadott Community	2012-2013
Cambria-Friesland	2013-2014
Cambridge	2012-2013
Cameron	2012-2013
Campbellsport	2015-2016
Capitol West Academy	2014-2015
Cashton	2012-2013
Cassville	2011-2012
Cedar Grove-Belgium Area	2013-2014
Cedarburg	2011-2012
Central City Cyberschool	2014-2015
Central/Westosha UHS	2013-2014
CEO Leadership Academy	2012-2013
Chequamegon	2012-2013
Chetek-Weyerhauser Area Chilton	2012-2013
Chippewa Falls Area Unified	2012-2013
Clayton	2011-2012
Clear Lake	2015-2014
Clinton Community	2015-2016
Clintonville	2013-2014
Cochrane-Fountain City	2015-2016
Colby	2014-2015
Coleman	2015-2016
Colfax	2014-2015
Columbus	2015-2016
Cornell	2012-2013
Crandon	2011-2012
Crivitz	2013-2014
Cuba City	2011-2012
Cudahy	2014-2015
Cumberland	2014-2015
D C Everest Area	2011-2012
Darlington Community	2014-2015
De Forest Area	2015-2016
De Pere	2014-2015
De Soto Area	2014-2015
Deerfield Community	2014-2015
Delavan-Darien	2011-2012
Denmark	2015-2016

DILL A code or	2045 2046
DLH Academy	2015-2016
Dodgeland	2015-2016
Dodgeville	2012-2013
Dover #1	2012-2013
Downtown Montessori	2011-2012
Drummond Area	2014-2015
Durand	2011-2012
East Troy Community	2012-2013
Eau Claire Area	2013-2014
Edgar	2012-2013
Edgerton	2015-2016
Elcho	2013-2014
Eleva-Strum	2015-2016
Elk Mound Area	2015-2016
Elkhart Lake-Glenbeulah	2014-2015
Elkhorn Area	2012-2013
Ellsworth Community	2013-2014
Elmbrook	2015-2016
Elmwood	2013-2014
Erin	2014-2015
Escuela Verde	2013-2014
Evansville Community	2015-2016
Fall Creek	2015-2016
Fall River	2015-2016
Fennimore Community	2014-2015
Flambeau	2015-2016
Florence County	2013-2014
Fond du Lac	2012-2013
Fontana J8	2013-2014
Fort Atkinson	2014-2015
Fox Point J2	2013-2014
Franklin Public	2014-2015
Frederic	2014-2013
Freedom Area	2012-2013
Friess Lake	2013-2014
Galesville-Ettrick-Trempealeau	2012-2013
Geneva J4	2011-2012
Genoa City J2	2014-2015
Germantown	2011-2012
Gibraltar Area	2013-2014
Gillett	2011-2012
Gilman	2011-2012
Gilmanton	2012-2013
Glendale-River Hills	2012-2013
Glenwood City	2012-2013
Goodman-Armstrong	2013-2014
Grafton	2015-2016

Granton Area	2014-2015
Grantsburg	2011-2012
Green Bay Area	2014-2015
Green Lake	2011-2012
Greendale	2013-2014
Greenfield	2015-2016
Greenwood	2013-2014
Gresham	2014-2015
Hamilton	2011-2012
Hartford J1	2014-2015
Hartford UHS	2012-2013
Hartland-Lakeside J3	2014-2015
Hayward Community	2011-2012
Herman #22	2012-2013
Highland	2015-2016
Hilbert	2015-2016
Hillsboro	2015-2016
Holmen	2013-2014
Horicon	2013-2014
Hortonville Area	2014-2015
Howards Grove	2011-2012
Howard-Suamico	2013-2014
Hudson	2013-2014
Hurley	2013-2014
Hustisford	2011-2012
Independence	2013-2016
Iola-Scandinavia	2014-2013
lowa-Grant	
	2015-2016 2013-2014
Ithaca	
Janesville	2013-2014
Jefferson	2012-2013
Johnson Creek	2011-2012
Juda	2014-2015
Kaukauna Area	2015-2016
Kenosha	2012-2013
Kettle Moraine	2015-2016
Kewaskum	2013-2014
Kewaunee	2015-2016
Kickapoo Area	2013-2014
Kiel Area	2015-2016
Kimberly Area	2013-2014
Kings Academy	2011-2012
Kohler	2012-2013
La Crosse	2012-2013
La Farge	2013-2014
Lac du Flambeau #1	2015-2016
Ladysmith	2014-2015

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Lake Country	2015-2016
Lake Geneva J1	2013-2014
Lake Geneva-Genoa City UHS	2013-2014
Lake Holcombe	2011-2012
Lake Mills Area	2011-2012
Lakeland UHS	2014-2015
Lancaster Community	2012-2013
Laona	2013-2014
Lena	2015-2016
Linn J4	2015-2016
Linn J6	2012-2013
Little Chute Area	2012-2013
Lodi	2014-2015
Lomira	2011-2012
Loyal	2013-2014
Luck	2013-2014
Luxemburg-Casco	2013-2014
Madison Metropolitan	2011-2012
Manawa	2015-2016
Manitowoc	2013-2014
Maple	2011-2012
Maple Dale-Indian Hill	2011-2012
Marathon City	2011-2012
Marinette	2013-2010
Marion	2011-2012
Markesan	2012-2013
Marshall	2012-2013
Marshfield Unified	.
	2013-2014
Mauston	
Mayville	2013-2014
McFarland	2014-2015
Medford Area Public	2012-2013
Mellen	2014-2015
Melrose-Mindoro	2015-2016
Menasha Joint	2013-2014
Menominee Indian	2012-2013
Menomonee Falls	2012-2013
Menomonie Area	2012-2013
Mequon-Thiensville	2014-2015
Mercer	2011-2012
Merrill Area	2013-2014
Merton Community	2013-2014
Middleton-Cross Plains	2014-2015
Milton	2013-2014
Milwaukee	2011-2016
Milwaukee Academy of Science	2013-2014
Milwaukee College Prep School-36th Street	2013-2014

Milwaukee Math and Science Academy 2013-2014 Milwaukee Scholars Charter School 2014-2015 Minoral Point Unified 2013-2014 Minocqua J1 2014-2015 Mishicot 2012-2013 Mondovi 2015-2016 Monroe 2015-2016 Montello 2011-2012 Monticello 2011-2012 Mosinee 2015-2016 Mount Horeb Area 2014-2015 Mukwonago 2013-2014 Muskego-Norway 2012-2013 Necedah Area 2011-2012 Neenah Joint 2013-2014 Neilisville 2012-2013 Nekoosa 2014-2015 New Auburn 2011-2012 New Berlin 2015-2016 New Holstein 2015-2016 New Holstein 2012-2013 New Lisbon 2012-2013 New Richmond 2012-2013 New Richmond 2012-2013 New Richmond 2012-2013 North Cape 2011-2012 North Fond du Lac <t< th=""><th>Milwaykaa Math and Caianga Acadamy</th><th>2013-2014</th></t<>	Milwaykaa Math and Caianga Acadamy	2013-2014
Mineral Point Unified 2013-2014 Minocqua J1 2014-2015 Mishicot 2012-2013 Monnodovi 2015-2016 Monroe 2015-2016 Montello 2011-2012 Mosinee 2015-2016 Mouth Horeb Area 2014-2015 Mukwonago 2013-2014 Muskego-Norway 2012-2013 Necedah Area 2011-2012 Neenah Joint 2013-2014 Neilsville 2012-2013 Necosa 2014-2015 New Auburn 2015-2016 New Berlin 2015-2016 New Glarus 2011-2012 New Holstein 2015-2016 New Lisbon 2012-2013 New Erlin 2012-2013 New Romodon 2012-2013 New Richmond 2012-2013 New Richmond 2012-2013 North Cape 2011-2012 North Cape 2011-2012 North Cape 2011-2012 North Lake 2013-2014 North Lake	·	
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New Lisbon 2012-2013 New Richmond 2012-2013 Niagara 2014-2015 Nicolet UHS 2015-2016 Norris 2012-2013 North Cape 2011-2012 North Crawford 2014-2015 North Fond du Lac 2011-2012 North Lake 2013-2014 North Point Lighthouse Charter 2013-2014 Northern Ozaukee 2011-2012 Northland Pines 2012-2013 Northwood 2012-2013 Norwalk-Ontario-Wilton 2011-2012 Oak Creek-Franklin Joint 2014-2015 Oakfield 2014-2015 Oconomowoc Area 2013-2014 Oconto Unified 2015-2016 Omro 2011-2012	New Glarus	2011-2012
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Oak Creek-Franklin Joint 2014-2015 Oakfield 2014-2015 Oconomowoc Area 2013-2014 Oconto Falls Public 2013-2014 Oconto Unified 2015-2016 Omro 2011-2012	Norwalk-Ontario-Wilton	2011-2012
Oakfield 2014-2015 Oconomowoc Area 2013-2014 Oconto Falls Public 2013-2014 Oconto Unified 2015-2016 Omro 2011-2012	Norway J7	2011-2012
Oconomowoc Area 2013-2014 Oconto Falls Public 2013-2014 Oconto Unified 2015-2016 Omro 2011-2012	Oak Creek-Franklin Joint	2014-2015
Oconto Falls Public 2013-2014 Oconto Unified 2015-2016 Omro 2011-2012	Oakfield	2014-2015
Oconto Unified 2015-2016 Omro 2011-2012	Oconomowoc Area	2013-2014
Omro 2011-2012	Oconto Falls Public	2013-2014
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Oostburg	2012-2013
Oregon	2014-2015
Osceola	2011-2012
Oshkosh Area	2011-2012
Osseo-Fairchild	2014-2015
Owen-Withee	2013-2014
Palmyra-Eagle Area	2013-2014
Pardeeville Area	2015-2016
Paris J1	2012-2013
Parkview	2011-2012
Pecatonica Area	2015-2016
Pepin Area	2012-2013
Peshtigo	2011-2012
Pewaukee	2013-2014
Phelps	2015-2016
Phillips	2012-2013
Pittsville	2013-2014
Platteville	2012-2013
Plum City	2015-2016
Plymouth Joint	2013-2014
Port Edwards	2011-2012
Port Washington-Saukville	2015-2016
Portage Community	2015-2016
Potosi	2014-2015
Poynette	2015-2016
Prairie du Chien Area	2013-2012
Prairie Farm Public	2013-2014
Prentice	2013-2014
Prescott	2015-2014
Princeton	2013-2010
Pulaski	2012-2013
Racine Unified	2013-2010
Randall J1	2011-2012
ļ	2012-2015
Randolph Random Lake	
	2011-2012
Raymond #14	2015-2016
Reedsburg	2013-2014
Reedsville	2012-2013
Rhinelander	2015-2016
Rib Lake	2011-2012
Rice Lake Area	2011-2012
Richfield J1	2014-2015
Richland	2012-2013
Richmond	2011-2012
Rio Community	2013-2014
Ripon Area	2014-2015
River Falls	2012-2013

Di an Dida	2011 2012
River Ridge	2011-2012
River Valley	2014-2015
Riverdale	2014-2015
Rocketship Milwaukee Public School	2014-2015
Rosendale-Brandon	2014-2015
Rosholt	2012-2013
Royall	2014-2015
Rubicon J6	2015-2016
Saint Croix Central	2014-2015
Saint Croix Falls	2014-2015
Saint Francis	2011-2012
Salem	2015-2016
Sauk Prairie	2013-2014
School for Early Development & Achievement	2014-2015
Seeds of Health Elementary	2015-2016
Seneca	2012-2013
Sevastopol	2011-2012
Seymour Community	2012-2013
Sharon J11	2015-2016
Shawano	2011-2012
Sheboygan Area	2011-2012
Sheboygan Falls	2012-2013
Shell Lake	2015-2016
Shiocton	2013-2014
Shorewood	2014-2015
Shullsburg	2012-2013
Silver Lake J1	2013-2014
Siren	2011-2012
Slinger	2011-2012
Solon Springs	2013-2014
Somerset	2013-2014
South Milwaukee	2015-2016
South Shore	2015-2016
Southern Door County	2015-2016
Southwestern Wisconsin	2012-2013
Sparta Area	2012-2013
Spencer	2011-2012
Spooner Area	2012-2013
Spring Valley	2014-2015
Stanley-Boyd Area	2014-2015
Stevens Point Area Public	2015-2016
Stockbridge	2012-2013
Stone Bank	2013-2014
Stoughton Area	2011-2012
Stratford	2014-2015
Sturgeon Bay	2013-2014
Sun Prairie Area	2012-2013

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Superior	2013-2014
Suring	2015-2016
Swallow	2011-2012
Tenor High School	2015-2016
Thorp	2013-2014
Three Lakes	2012-2013
Tigerton	2015-2016
Tomah Area	2012-2013
Tomahawk	2014-2015
Tomorrow River	2012-2013
Trevor-Wilmot Consolidated	2013-2014
Tri-County Area	2014-2015
Turtle Lake	2013-2014
Twin Lakes #4	2014-2015
Two Rivers Public	2015-2016
Union Grove J1	2015-2016
Union Grove UHS	2014-2015
Unity	2013-2014
Urban Day School	2013-2014
Valders Area	2011-2012
Veritas High	2015-2016
Verona Area	2014-2015
Viroqua Area	2012-2013
Wabeno Area	2015-2016
Walworth J1	2012-2013
Washburn	2011-2012
Washington	2014-2015
Washington-Caldwell	2014-2015
Waterford Graded J1	2011-2012
Waterford UHS	2012-2013
Waterloo	2011-2012
Watertown Unified	2011-2012
Waukesha	2014-2015
Waunakee Community	2011-2012
Waupaca	2014-2015
Waupun	2015-2016
Wausau	2011-2012
Wausaukee	2013-2014
Wautoma Area	2013-2014
Wauwatosa	2014-2015
Wauzeka-Steuben	2011-2012
Webster	2012-2013
West Allis-West Milwaukee	2014-2015
West Bend	2012-2013
West De Pere	2013-2014
West Salem	2012-2013
Westby Area	2014-2015
· · · · · · · · · · · · · · · · · · ·	

Westfield	2011-2012
Weston	2012-2013
Weyauwega-Fremont	2014-2015
Wheatland J1	2013-2014
White Lake	2011-2012
Whitefish Bay	2012-2013
Whitehall	2013-2014
Whitewater Unified	2014-2015
Whitnall	2012-2013
Wild Rose	2015-2016
Williams Bay	2014-2015
Wilmot UHS	2011-2012
Winneconne Community	2013-2014
Winter	2013-2014
Wisconsin Center for the Blind and Visually Impaired	2015-2016
Wisconsin Dells	2012-2013
Wisconsin Department of Corrections	2015-2016
Wisconsin Deptartment of Health Services	2014-2015
Wisconsin Heights	2014-2015
Wisconsin Rapids	2012-2013
Wisconsin School for the Deaf	2015-2016
Wittenberg-Birnamwood	2013-2014
Wonewoc-Union Center	2011-2012
Woodlands School	2012-2013
Woodlands School East	2014-2015
Woodruff J1	2013-2014
Wrightstown Community	2014-2015
YMCA Young Leaders Academy	2014-2015
Yorkville J2	2013-2014

Appendix C: Developing Self-Assessment Samples

Sample 1- Evaluation Directions

- 1. Create the following lists of students found eligible for special education, whose initial evaluations or reevaluations were initiated on or after July 1, 2011, and completed on or before June 30, 2012.
 - Elementary (including early childhood students age 3 through 5)
 - Middle School
 - High School

Do not include the following students:

- Students whose three-year reevaluations were not conducted in accordance with an agreement between the public agency and parents.
- Transfer students whose evaluations or reevaluations have been adopted from their previous local educational agencies.
- Students attending under Full-time Open Enrollment unless the evaluation or reevaluation was completed by your agency.

"Completed" means the date the IEP team made a determination of eligibility or continuing eligibility.

- 2. Assign the first student on each list the number one. Number the remaining students on each list consecutively.
- 3. On the *Evaluation Recording Form*, enter the total number of elementary, junior high/middle school, and high school students evaluated, respectively. The Grand Total is calculated.
- 4. Take the Grand Total and use the *Table for Determining Sample Size* to determine the number of students to include in Sample 1. Using the "Population" column on the table, find the range within which the Grand Total falls and the corresponding sample size. Record the sample size on the *Evaluation Recording Form*.
- 5. Include a proportionate number of students from each level in the sample. Enter the name of each student selected and the student's level ("E" for elementary, "M" for middle school, and "H" for high school) on the *Evaluation Recording Form*. If your public agency is a K-8 school district, designate students in grades 5 to 8 in the middle school level.

To calculate the quota of elementary students needed in the sample, take the total number of elementary students and divide by the Grand Total. Then multiply the resulting decimal by the total number of students needed for the sample. Do the same calculation for each of the other levels.

7/17/2012 Appendix C-Eval

Example

Number of Elementary (including early childhood) Students	140
Number of Middle School Students	70
Number of High School Students	<u>90</u>
Grand Total	300

Sample Size 27

Quota of Elementary Students

Quota of Middle School Students

Quota of High School Students

- 6. Generate a separate randomized sequence of numbers for each level (elementary, middle school, high school) using the generator at Random.Org: http://www.random.org/sequences. When using the generator, enter 1 for "smallest value" and the total number of students at the level for the "largest value." Click "get sequence" to produce a random sequence of numbers. Print the pages generated as they appear, including the URL and the date.
- 7. Start at the top of the list of randomized numbers for the elementary level. From the elementary list of students, select the student assigned the number appearing at the top of the list of randomized numbers. Select the student assigned the next number appearing on the randomized number list. Continue until you have selected the required number of elementary students. Enter each student's name and level on the *Evaluation Recording Form*.
- 8. From the junior high/middle student list, select students using the randomized list of numbers for the junior high/middle school. Record each student's name and level on the *Evaluation Recording Form*. Repeat for the high school list using another randomized sequence of numbers.
- 9. Maintain the student lists, the *Evaluation Recording Form*, and sequences of randomized numbers.

7/17/2012 Appendix C-Eval

Sample 2 - IEP Directions

- 1. Create the following lists of students who currently have IEPs.
 - Elementary (including early childhood students age 3 through 5)
 - Middle School
 - High School

Do not include the following students:

- Transfer students whose IEPs have been adopted from their previous local educational agencies.
- Students attending under Full-time Open Enrollment unless the student's current IEP was developed by your agency.
- 2. Assign the first student on each list the number one. Number the remaining students on each list consecutively.
- 3. On the *IEP Recording Form*, enter the number of elementary, junior high/middle, and high school students, respectively. The Grand Total is calculated.
- 4. Take the Grand Total and use the *Sample Table* to determine the number of students to include in Sample 2. Using the "Population" column on the table, find the range within which the Grand Total falls and the corresponding sample size. Record the sample size on the *IEP Recording Form*.
- 5. Include a proportionate number of students from each level in the sample. Enter the name of each student selected by level (elementary, middle, high school) on the *IEP Recording Form*. Complete a separate page for each level. If your public agency is a K-8 school district, designate students in grades 5 to 8 in the middle school level. To calculate the quota of elementary students needed in the sample, take the total number of elementary students and divide by the Grand Total. Then multiply the resulting decimal by the total number of students needed for the sample. Do the same calculation for each of the other levels. See *Sample 1 Evaluation* for an example.
- 6. Generate a separate randomized sequence of numbers for each level (elementary, middle school, high school) using the generator at random.org: http://www.random.org/sequences. When using the generator, enter 1 for "smallest value" and the total number of students at the level for the "largest value." Click "get sequence" to produce a random sequence of numbers. Print the pages generated as they appear, including the URL and the date.
- 7. Start at the top of the list of randomized numbers for the elementary level. From the elementary student list, select the student assigned the number appearing at the top of the list of randomized numbers. Select the student assigned the next number appearing on the randomized number list. Continue until you have selected the required number of elementary students. Enter each student's name on the *IEP Recording Form* for that level.
- 8. Repeat step 7 for the middle school level and for the high school level using the separate randomized sequences.
- 9. Maintain the student lists, the *IEP Recording Form*, and sequences of randomized numbers.

7/17/2012 2:21:00 PM Appendix C-IEP

Sample 3 – Discipline Directions

1. Create a list of students with disabilities removed for a violation of a code of student conduct by LEA staff for more than 10 days during the 2011-2012 school year.

Examples of removals include expulsions, out-of-school suspensions, certain in-school suspensions, certain bus suspensions, removals to interim alternative educational settings for weapons or drug offences or for inflicting serious bodily harm, *de facto* suspensions, and other disciplinary changes of placement.

- Include in-school suspensions: (1) the student's IEP was not implemented; or (2) the student did not participate with nondisabled peers to the extent required by the IEP; or (3) the student did not have the opportunity to appropriately progress in the general curriculum.
- Include a bus suspension if (1) the student was not provided transportation and
 (2) the student did not attend school.
- Include a removal as a de facto suspension if the student is removed from school or class for not following rules without following the procedures related to suspension. LEAs should have procedures to accurately track and count de facto suspensions.
- Partial day removals must be included when determining the number of days of removal for a student

See WDPI Information Update Bulletin 06.02 for additional information on discipline requirements at http://dpi.wi.gov/sped/bul06-02.html. An Update Bulletin on manifestation determinations will be available in the fall of 2012.

- 2. If there are ten or fewer students, do not proceed with developing a sample in steps 3-7. Enter the names of ALL the students on the *Discipline Recording Form*. If there are 11 or more students on the list proceed to step 3.
- 3. Assign the number one to the first student on the list. Number the students consecutively from the top.
- 4. Enter the total number of students on the *Discipline Recording Form* under "Total Students."
- 5. Take the total number of students from the list created in step 1. Use the *Table for Determining Sample Size* to determine the number of students to include in Sample 3. Using the "Population" column on the table, find the range within which the total number of students falls and the corresponding sample size. Record the sample size on the *Discipline Recording Form.*
- 6. Generate a randomized sequence of numbers using the generator at Random.Org http://www.random.org/sequences. When using the generator, enter 1 for "smallest value" and the total number of students for the "largest value." Click "get sequence" to produce a random sequence of numbers. Print the pages generated as they appear, including the URL and the date.

6/20/2012 Appendix C-Disc

- 7. Start at the top of the list of randomized numbers. Select the student assigned the number appearing at the top of the list. Select the student assigned the next number appearing on the randomized list. Continue until you have selected the required number of students. Enter each student's name on the *Discipline Recording Form*.
- 8. Maintain the student list, the *Discipline Recording Form*, and sequence of randomized numbers.

6/20/2012 Appendix C-Disc

Appendix D: Determining Self-Assessment Sample Sizes

Table for Determining Sample Size

Population	Sample Size
1-10	all
11-15	10
16-20	12
21-25	14
26-30	15
31-35	16
36-40	17
41-45	18
46-50	19
51-60	20
61-70	21
71-85	22
86-100	23
101-120	24
121-160	25
161-210	26
211-300	27
301-320 321-360	35 43
361-420	43 51
421-480	59
481-550	60
551-650	61
651-800	62
801-1000	63
1001-1300	64
1301-2000	65
2001-3000	66
3001 and above	67

Home	Introduction	Statistics	Numbers	Quota	Testimonials	FAQ	Contact	Premium Login	What's New!	
								Search RAN	DOM.ORG	Search
								True Ran	dom Numbe	er Service

Random Sequence Generator

This form allows you to generate randomized sequences of integers. The randomness comes from atmospheric noise, which for many purposes is better than the pseudo-random number algorithms typically used in computer programs.

Part 1: Sequence Boundaries

Smallest value	1	(limit -1,000,000,000
Largest value	100	(limit +1,000,000,000)

The length of the sequence (the largest minus the smallest value plus 1) can be no greater than 10,000.

Part 2: Go!

Be patient! It may take a little while to generate your sequence...



Note: A randomized sequence does not contain duplicates (the numbers are like raffle tickets drawn from a hat). There is also the Integer Generator which generates the numbers independently of each other (like rolls of a die) and where each number can occur more than once.

© 1998-2008 Mads Haahr Valid XHTML 1.0 Transitional | Valid CSS Web Design by TSDA Appendix E:
Record Review Checklists
and
Recording Forms



Wisconsin Department of Public Instruction PROCEDURAL COMPLIANCE SELF-ASSESSMENT EVALUATION RECORD REVIEW CHECKLIST

PI-SA-RRC-EVAL-001 (Rev. 09-12)

INSTRUCTIONS: Complete one copy for each student record selected for the sample. Retain at the district level. For Local Use Only. Provided for documentation purposes. Use by the LEA is optional. **Examples for Evidence of Student-Level Corrective Action (last column), include called parent on [date], no new IEP team meeting, etc.

Student Name			School Level Check of	School Level Check one				Type of Evaluation Check one	
			☐ Elementary	Middle	☐ High Scl	hool	☐ Initial Evaluation	Reevaluation	
Student Da	te of Birth Mo	o./Day/Yr.	Reviewer's Name	Reviewer's Name			NOTE: When reviewing a record of a student who is an adult, substitute "adult student" for "parent" in all checklist items. *Items not required for independent 2r charter schools authorized under s. 118.40, Wis. Stats.		
			RE	RECORD REVIEW CHECKLIST					
ITE	M NO.	ITEM DESCRIPTION	STANDAR	ANDARDS & DIRECTIONS			ED STUDENT-LEVEL RECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION**	
EVAL-1	Yes No	The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data. Comments:	parent is notified evaluation (IE-1 The date and met documented. The Worksheet for Control of the late on the late additional assess	EP team members methat additional data are as members of the let icipate in this review. Wither notify the parent of request parental concomponents: Isting data must occur of in writing of the start or RE-1). It is information is often consideration of Existing data must occur form requesting parents are not or the notice of the notice of the start of the the notice of the start of the the notice of the start of the	ust review re needed, if EP team, must After the review no additional isent for after the rof an review no additional isent for after the rof an review no additional isent for review no additional review no pletted during an equired for this evaluation review no pletted (1-3) neeting to ew existing	opportunity review of exevaluation of execution of execution of the data were reversible. Documents of the parent opportunity review of execution of the evaluation of the parent opportunity review of execution of the evaluation	at was afforded an to participate in the kisting data, but the urred before the parent d in writing of the start of ion, no student-level action is required. There idence of the parent's in. The department will ction of student-level		

	RECORD REVIEW CHECKLIST						
ITEM NO.		ITEM DESCRIPTION		STANDARDS & DIRECTIONS		RED STUDENT-LEVEL RECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION**
EVAL-1 contd.			Notice of Receipt of Referral (IE-1) or Notice of Reevaluation (RE-1), as long as the notice is provided before existing data is reviewed and before consent for additional testing is requested. The review may be conducted without a parent's participation the local educational LEA is unable to convince the parent to participate. If the parent did not participate, the LEA must document at least three reasonable attempts to convince the parent to participate. The record of attempts to involve parents in the review can be found on the LEA's notices, forms IE-2, IE-3, RE-4, or RE-5. I some cases, the record of attempts to involve the parents in the review will be found in section III of form EW-1. Examples of documentation include: • detailed records of telephone calls and the results of those calls; • copies of correspondence sent to parent and any response received; and • detailed records of visits made to the parent's home place of employment and results of the visits. If the parent did not participate, but there is a record of at least three reasonable attempts to convince the parent to participate the requirement is met. Often school personnel will attempt to contact parents by telephone. Do not count a telephone call where there is no answer or no message is left as an attempt. telephone call where the phone is answered and a message is left may be counted. A delivered e-mail message may be counted as an attempt.				
EVAL-2	☐ Yes☐ No☐ NA☐ Yes☐ No☐ No☐ No☐ No☐ No☐ No☐ No☐ No☐ No☐ No	A review of existing evaluation data on the student to identify what additional data, if any, were needed to complete the evaluation or reevaluation included: a. not less than 1 regular education teacher of such student (if the student is, or may be, participating in the regular education environment); and Comments: b. not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such student; and Comments:	eval exis nee have is con assorting	er a parent is notified in writing of the start of an initial luation or reevaluation, IEP team members must review sting data to determine what, if any, additional data are ded. The student's parents, as part of the IEP team, must e the opportunity to participate in this review. After the review omplete the LEA must either notify the parent no additional essments are needed or request parental consent for itional assessment. 8 requirement has three components: • The review of existing data must occur after the parent is notified in writing of the start of an evaluation (IE-1 or RE-1). • The date of the required IEP team member's input must be documented. This information is often	was not affi participate data, review member an additional e needed. If a needed at t determine a warranted a the results IEP team m reached.	red IEP team member orded an opportunity to in the review of existing we evaluation data with the id determine whether evaluation data were additional data were the time of the evaluation, whether a reevaluation is at this time. Document of the discussion with the member and the decision red IEP team member	

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				RECORD REVIEW CHECKLIST			
ITEN	M NO.	ITEM DESCRIPTION		STANDARDS & DIRECTIONS		ED STUDENT-LEVEL RECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION**
EVAL-4	Yes No	c. a local educational agency representative.	pare prov pers eval cons proc exist exist exist testi A re team partit of the trong and	located on the Worksheet for Consideration of Existing Data (EW-1). • The review of existing data must occur on or before the date on the form requesting parental consent for additional assessment or the notice no additional assessments are needed (IE-2, IE-3, RE-4, or RE-5). review of existing data may occur on the same day the int is notified of the start of an evaluation only if the parent is ided with a copy of the notice of the start of the evaluation in on prior to the review. If the notice of the start of an uation (IE-1 or RE-1) is mailed to the parent, the LEA should dider the amount of time mail takes to go through the LEAs essing and mailing system before beginning to review ting data. Dough the review of existing data may be completed during an team meeting, an IEP team meeting is not required for this oose. If a meeting was held to review existing evaluation, look for an Evaluation Report and IEP Cover Sheet (I-3) determine whether the required IEP team member attended meeting to review existing evaluation data. A meeting to swe existing data may be held on the same day the parent inves the Notice of Receipt of Referral (IE-1) or Notice of valuation (RE-1), as long as the notice is provided before ting data is reviewed and before consent for additional requested. Gular education teacher is a required member of the IEP of or a child with a disability age 3-5 if the child is or may be cipating in a regular early childhood program during the term of the IEP, including a regular early childhood program or child age 3-5, enter "NA" for item EVAL-2. The semantic pated to be in a regular education environment during the erm of the IEP, including a regular early childhood program or the IEP, including a regular early childhood program or the IEP, including a regular early childhood program or the IEP, including a regular early childhood program or the IEP, including a regular early childhood program or the IEP team's review to decide whether additional to the IEP team's review to decide whether additio	participate data, but the the parent was the start of student-lever required. The IEP tea participation	ed an opportunity to in the review of existing e review occurred before was notified in writing of the evaluation, no el corrective action is nere must be evidence of m member's n. The department will ction of student-level ince.	
EVAL-5	Yes No	The student's parent attended the meeting to determine whether the	the s	LEA must take steps to ensure one or both of the parents of student are present at the IEP team meeting or are afforded apportunity to participate, including 1) notifying parents of	conduct a r	nts the opportunity to new IEP team meeting to whether the student is or	
		student is or continues to be		meeting early enough to ensure that they have an		to be a child with a	

		RECORD REVIEW CHECKLIST		
ITEM NO.	ITEM DESCRIPTION	STANDARDS & DIRECTIONS	REQUIRED STUDENT-LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION**
EVAL-5 contd.	a child with a disability or participated by other means. Comments:	opportunity to attend; and 2) scheduling the meeting at a mutually agreed on time and place. If neither parent can attend, the school must use other methods to ensure parent participation, including individual or conference telephone calls.	disability. Document the results of the discussion with the parent and the decision reached. The department will verify correction of student-level noncompliance.	
		Look at the Evaluation Report and IEP Cover Sheet (I-3) for the name of the parent listed as a participant. Also look on the I-3 to see that "evaluation including determination of eligibility" is indicated as a purpose of the meeting. Consider the LEA's practices for documenting meeting attendance. If the LEA's practice is to list the participants on I-3 based on their actual attendance, consider the requirements met if the parent is listed as a meeting participant and one purpose of the meeting is IEP review or development. Some LEAs enter the names of IEP team participants before the meeting is conducted. They use check marks or participants' initials to indicate attendance at the meeting. For such LEAs, consider the requirement met if there is a check mark or initials indicating the parent attended and one purpose of the meeting was evaluation.		
		If determining eligibility is not indicated on the <i>Evaluation Report</i> and <i>IEP Cover Sheet</i> (I-3) as one purpose of the meeting, you may still be able to establish the purpose of the meeting. Look for other evidence of the purpose of the meeting. Look at the <i>Invitation to a Meeting of the IEP Team</i> (I-1) sent to the parent. Note whether the invitation to the meeting indicates "determining initial or continuing eligibility" as one purpose of the meeting. Also look at the <i>Evaluation Report: including Determination of Eligibility and Need for Special Education</i> (ER-1) and note whether the date of the eligibility determination is the same as the date of the IEP team meeting on the <i>Evaluation Report and IEP Cover Sheet</i> (I-3). The purpose of the meeting is established if the invitation to the meeting (I-1) indicates evaluation as a purpose, and the date of the eligibility determination (ER-1) is the same as the date of the meeting (I-3).		
		If no parent attended the meeting or participated by other means, the parent participation requirement may still be met. If there is documentation the parents have agreed to participate in the IEP team meeting and the parents fail to arrive for the scheduled meeting, the meeting may proceed without the parents in attendance. Look for documentation that the parent agreed to the time and place of the meeting.		
		The requirement may still be met even if the parent did not agree to participate in the meeting. Look at the bottom of the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) for documentation of at least three reasonable attempts to obtain the parent's		

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ITEI	M NO.	ITEM DESCRIPTION	STANDARDS & DIRECTIONS	REQUIRED STUDENT-LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION**
EVAL-5 contd.			 Participation. Examples include: Records of telephone calls and the results of those calls. Do not count a telephone call where there is no answer or no message is left as an attempt. A telephone call where the phone is answered and a message is left may be counted. Correspondence sent to parents, including e-mail, and any response received. Records of visits to the parent's home or place of employment and the results of the visits. 		
EVAL-6	☐ Yes ☐ No	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed evaluations and information provided by the student's parents. Comments:	At the IEP team meeting to determine eligibility, the IEP team must review evaluations and information provided by the student's parents. The relevant information is summarized in Evaluation Report: including Determination of Eligibility and Need for Special Education (form ER-1). Look under "Information from Review of Existing Data" and "Information provided by parents" for information supplied by the parents. Also look under "Summary of previous evaluations" for results of evaluations provided by parents, if any.	IEP team meeting to determine whether the student is or continues to be a student with a disability. Document the results of the discussion with the parent and the decision reached. The department	
EVAL-7	Yes No	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions.** **Not required for independent 2r charter schools authorized under Wis. Stats., s118.40. Comments:	At the IEP team meeting to determine eligibility, the IEP team must review previous interventions for the student and the effects of those interventions. The relevant information is summarized in the <i>Evaluation Report: including Determination of Eligibility and Need for Special Education</i> (ER-1). Look under "Information from Review of Existing Data" and "Previous interventions and the effects of those interventions" for a description of both the interventions for the student and the effect of those interventions. Ensure not only the interventions, but also their effects are documented. For example "Child received Birth to 3 services for developmental delays. Although progress was made, language delays continue to exist." Examples that meet minimal compliance include "Student participated in Title I Reading, but has made little progress" or "Moved the student to front of room, which increased his time on task." In some cases, there may have been no previous interventions. In such cases, except for initial SLD evaluations, the requirement is met if the IEP team documented there were no previous interventions. For initial SLD evaluations, documentation of an intensive intervention is required.	Offer to parents to conduct a new IEP team meeting to determine if omitted information affects the eligibility determination. If yes, then reconsider eligibility. The department will verify correction of student-level noncompliance.	



INSTRUCTIONS: Enter information for each student record reviewed. 26 available lines. Insert rows as needed between row 13 and row 36. Retain at the district level. If there are any "N" responses, you will be required to upload this file to the Special Education Web Portal as part of the reporting process. Transfer totals for each item to the self-assessment report

			ouon nom to	410 0011 4000					
	GEN	NERAL INFO	RMATION						
LEA Name									
Total Number of Students Evaluat	ed or Reevaluated and Found Eligible by Lev	el (not the nu	ımber in the s	ample)			Required S	ample Size	
Elementary (E)	1	High School							
• • •			, ,			0			
						0			
	RECO	RD REVIEW	SUMMARY						
				ŀ	Record Rev	iew Check	ist Items		
			Enter "Y" if						
For level enter "F" for elementa	ry, "M" for middle school, or "H" for high	school lise		m is not app					olank.
the drop down menus to select		30110011 000	*Independer	nt 2r Charter	schools ar	e not requi	red to resp	ond to iten	n EVAL-7.
LEVEL	STUDENT NAME		EVAL-1	EVAL-2	EVAL-3	EVAL-4	EVAL-5	EVAL-6	EVAL-7*
					4				
			2	7,					
			. 100	*					
			3						
		1							
	CA								
	-10								
	1,								
T / 1			_	_		_	_		-
Totals		ems = "Y"			0	0	0	0	
	lte	ems = "N"	0	0	0	0	0	0	0

Items = "NA"



Wisconsin Department of Public Instruction PROCEDURAL COMPLIANCE SELF-ASSESSMENT IEP RECORD REVIEW CHECKLIST

PI-SA-RRC-IEP-001 (Rev. 07-12)

INSTRUCTIONS: Complete one copy for each student record selected for the sample. Retain at the district level. For Local Use Only. Provided for documentation purposes. Use by the LEA is optional. *Examples for Evidence of Student-Level Corrective Action (last column), include called parent on [date], no new IEP team meeting, etc.

				GEN	ERAL INFORMA	TION		
Student N	ame			School Level Check one				
				☐ Elementary ☐	Middle	☐ High School		
Student Date of Birth Mo./Day/Yr.				Reviewer's Name			NOTE: When reviewing a re substitute "adult student" for "p	ecord of a student who is an adult, arent" in all checklist items.
				REC	CORD REVIEW C	HECKLIST		
ITEI	M NO.	ITEM DESCRIPTION		STANDARI	DS & DIRECTION	NS	REQUIRED STUDENT- LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
IEP-1	☐ Yes ☐ No	The student's parent attended the meeting(s) to develop or review the students IEP or participated by other means. Comment:	student a participat that they mutually If neither parent parent lis revising to practices participal met if the meeting team par participal consider parent at If IEP rev. Report a be able to Meeting purpose and Notic Sheet (I-is establi	nts on I-3 based on their act parent is listed as a meeti is IEP review or developmenticipants before the meeting initials to indicate attenthe requirement met if therefore the meeting and one purpose of the wiew or development is not in the IEP Cover Sheet (I-3) as a cestablish the purpose of the file of the IEP Team (I-1) to see of the meeting. Then look a ce of Placement (P-1 or P-23), and the Invitation to the ished if: the invitation to the meeting as a purpose of the meeting dates on the	meeting or are a rents of the meeting and 2) sched and 2) sched and all or conference are solved and are solved are solved and are solved are solved and are solve	fforded the opportunity to ng early enough to ensure uling the meeting at a er methods to ensure et telephone calls. I-3) for the name of the see that developing or ting. Consider the LEA's LEA's practice is to list the consider the requirements done purpose of the es enter the names of IEP hey use check marks or ting. For such agencies, or initials indicating the EP review or development. Evaluation the meeting, you may still at the Invitation to a development is one es on the Determination Report and IEP Coverne purpose of the meeting	Offer parents the opportunity to conduct a new IEP team meeting to develop or review the student's IEP. Document the results of the discussion with the parent and the decision reached. The department will verify correction of student-level noncompliance.	

			RECORD REVIEW CHECKLIST		
ITEN	M NO.	ITEM DESCRIPTION	STANDARDS & DIRECTIONS	REQUIRED STUDENT- LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
IEP-1	Yes No	The student's parent attended the meeting to determine the student's placement or participated by other means. Comment:	If no parent attended the meeting or participated by other means, the parent participation requirement may still be met. If there is documentation the parents have agreed to participate in the IEP team meeting and the parents fail to arrive for the scheduled meeting, the meeting may proceed without the parents in attendance. Look for documentation that the parent agreed to the time and place of the meeting. The requirement may still be met even if the parent did not agree to participate in the meeting. Look at the bottom of the Evaluation Report and IEP Cover Sheet (I-3) for documentation of at least three reasonable attempts to obtain the parent's participation. Examples include: • records of telephone calls and the results of those calls (an unanswered telephone calls and the results of those calls (an unanswered telephone calls in which no message has been left, does not count as a reasonable attempt); • correspondence sent to parents, including e-mail, and any response received; and • records of visits to the parent's home or place of employment and the results of the visits. The school must take steps to ensure that one or both of the parents of the student are present at the IEP team meeting or are afforded the opportunity to participate, including 1) notifying parents of the meeting early enough to ensure that they have an opportunity to attend; and 2) scheduling the meeting at a mutually agreed on time and place. If neither parent can attend, the school must use other methods to ensure parent participation, including individual or conference telephone calls. Look at the Evaluation Report and IEP Cover Sheet (I-3) for the name of the parent listed as a participant. Also look on the I-3 to see that determination of placement is indicated as a purpose of the meeting, consider the LEA's practice is to list the participants on I-3 based on their actual attendance, consider the requirements met if the parent is listed as a meeting participant and one purpose of the meeting is conducted. They use check	Offer parents the opportunity to conduct a new IEP team meeting to determine the student's placement. Document the results of the discussion with the parent and the decision reached. The department will verify correction of student-level noncompliance.	

				RECORD REVIEW CHECKLIST		
ITEN	/I NO.	ITEM DESCRIPTION		STANDARDS & DIRECTIONS	REQUIRED STUDENT- LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
IEP-2 contd.	Yes No	The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a local educational agency representative. Comment:	e the inviriance of the content of t	meeting dates on the Determination and Notice of Placement, the tation to the meeting, and the Evaluation Report and IEP Cover set all match. It tended the meeting or participated by other means, the parent equirement may still be met if any of the following is true: The is documentation the parents agreed to participate in the IEP am meeting and the parents failed to arrive for the scheduled eeting. Look for documentation the parent agreed to the time and acc of the meeting. The is documentation the LEA made three reasonable attempts to mivince the parent to participate in the meeting. Look at the bottom the Evaluation Report and Cover Sheet (I-3 for documentation of least three reasonable attempts to obtain parent participation. Induce: The control of telephone calls and the results of those calls (an answered telephone call in which no message has been left, does not count as a reasonable attempt); The expondence sent to parents, including e-mail, and any response ceived; and or visits to the parent's home or place of employment and the sults of the visits. The visits to the parent's home or place of employment and the sults of the visits. The requirement and IEP Cover Sheet (I-3). The requirements are representative attended the meeting. Some agencies enter the team participants before the meeting is conducted. They use or participants' initials to indicate attendance at the meeting. For is consider the requirement met if there is a check mark or initials LEA representative attended and one purpose of the meeting is to view or revise the IEP. The resentative did not attend, the requirement may still be met. In mices, IDEA 2004 permits required IEP team participant is not to am meetings, in part or in whole. First, a participant is not required EP team meeting, in whole or in part, if the parent and the LEA gight attendance of the required participant is not necessary varietipants' area of the curriculum or related services. The required participant is not not not the meeting involves a modification	Offer to parent to conduct a new IEP team meeting with the LEA representative present. Document the results of the discussion with the parent and the decision reached. The department will verify correction of student-level noncompliance.	

				RECORD REVIEW CHECKLIST		
ITEN	M NO.	ITEM DESCRIPTION		STANDARDS & DIRECTIONS	REQUIRED STUDENT- LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
IEP-3 contd.			team meeting at the meeting implement the See Question Programs, Eventtp://idea.ed.s	ot consent to the excusal of the LEA representative from an IEP if the individual is needed to ensure that decisions can be made about commitment of LEA resources that are necessary to IEP being developed, reviewed, or revised. C-1, Questions and Answers on Individualized Education aduations, and Reevaluations, Revised June 2010, OSEP, at gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C3%2 resentative did not attend, locate form I-2, Agreement On IEP ant Attendance at IEP Team Meeting. If the parent signed form I-1 the meeting date, the requirement is met.		
IEP-4	☐ Yes☐ No	The IEP contains a statement of the student's present levels of academic achievement and functional performance. Comment:	Review the Imachievement a identifying the performance of the parent. The statement the parent. The statement the parent. The functional performance of the parent of the parent. The statement areas generally refer reading, math, include inform grade level be school rubrics achievement. Functional Performance of the parent of the parent of the parent of the performance of	dividualized Education Program: Present Level of Academic and Functional Performance (I-4). There must be a statement student's present levels of academic achievement and functional elated to his or her educational needs. It should be written in language understandable to all, including the statement must address both academic achievement and	Conduct a new IEP team meeting to revise the IEP to include a statement of the student's present levels of academic achievement and functional performance.* The department will verify correction of student-level noncompliance. *In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.	

	RECORD REVIEW CHECKLIST										
ITE	M NO.	ITEM DESCRIPTION	STANDARDS & DIRECTIONS	REQUIRED STUDENT- LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*						
IEP-4 contd.			If, after conducting a review, the IEP team determines the student does not have deficits in functional performance, it is sufficient to document this in the student's IEP.								
IEP-5	Yes No	The IEP includes how the student's disability affects his or her involvement and progress in the general curriculum or for an early childhood (3-5) student in age-appropriate activities. Comment:	Review the Individualized Education Program: Present Level of Academic Achievement and Functional Performance (I-4) to see whether it includes a description of the impact of the student's disability on his or her progress and involvement in the general curriculum. The present level of educational performance must include https://doi.org/10.10/ . The present level of educational performance must include https://doi.org/10.10/ . The present level of educational performance must include https://doi.org/10.10/ . The present level of educational performance must include https://doi.org/10.10/ . The present level must include https://doi.org/10.10/ . The general curriculum areas adopted by each LEA, or schools within the LEA, that applies to all students within each general age grouping from early childhood (3-5) through secondary school. For an early childhood (3-5) student, the present level must address https://doi.org/10.10/ . The present level must address https://doi.org/10.10/ . Student's disability affects his or her participation in age-appropriate activities. "Appropriate activities" means activities that students of that chronological age typically engage in as part of a formal early childhood (3-5) program or in informal activities, for example coloring, pre-reading activities, play time, sharing time, listening to stories read by teachers or parents. A statement that just acknowledges that a student's disability impacts his/her performance is https://doi.org/10.10/ . A statement that just acknowledges that a student's disability impacts his/her performance is https://doi.org/10.10/ . A statement that just acknowledges that a student's disability impacts his/her performance is <a href<="" td=""><td>Conduct a new IEP team meeting to revise the IEP to include how the student's disability affects the student's involvement and progress in the general curriculum.* The department will verify correction of student-level noncompliance. *In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.</td><td></td>	Conduct a new IEP team meeting to revise the IEP to include how the student's disability affects the student's involvement and progress in the general curriculum.* The department will verify correction of student-level noncompliance. *In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.							
IEP-6	Yes No NA	The IEP teams must, in the case of a student whose behavior impedes his or her learning, or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior. Comment:	Locate Individualized Education Program: Present Level of Academic Achievement and Functional Performance (form I-4). Look under "Special Factors." If "no" is checked, enter "NA" (not applicable). If "yes" is checked or neither box is checked on I-4 under "Special Factors" locate Individualized Education Program: Special Factors (form I-5). If neither box is checked on I-4, and there is no form I-5, the IEP does not meet the standard and the requirement is not met. If there is an I-5, look at section A. If "no" is checked in section A, enter "NA" (not applicable). If "yes" is checked in section A, determine whether the IEP includes positive behavioral interventions, strategies, and supports to address the behavior impeding learning. An IEP that includes only negative measures, such as seclusion or restraint, suspension, or detention does not meet the standard.	Conduct a new IEP team meeting to consider the use of positive behavioral interventions and supports and other strategies to address behavior.* The department will verify correction of student-level noncompliance. *In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational							

ITEN						
	I NO.	ITEM DESCRIPTION		STANDARDS & DIRECTIONS	REQUIRED STUDENT- LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
IEP-6 contd.					agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.	
IEP-7	Yes No	The student's IEP includes a statement of measurable annual goals for the student. Comment:	All of the IEP a attainment. The student. Goals requirements" they do not ad If a student is standards duri or short-term of amount of progethe year. Short discrete meas goal for each a Review the Inc. Look at form I-Assessments, aligned to alter assessment, to objectives for a Sometimes the even though the are benchman consider the a	dividualized Education Program: Annual Goal pages (Form I-6). In annual goals must be measurable and include a level of the en annual goal must address disability-related needs of the such as "pass all classes" or "take classes to meet graduation apply to all students. They do not meet the standard, because diress a student's specific disability-related needs. Caking alternate assessments aligned to alternate achievementing the year the IEP is in effect, the IEP must include benchmarks objectives for all IEP annual goals. Benchmarks describe the gress the student is expected to make within specific segments of term objectives break the skills described in the annual goal into urable intermediate steps. There is no requirement to develop a alternate achievement standard. Invidualized Education Program: Annual Goal pages (form I-6). 7, Individualized Education Program: Participation in Statewide to determine whether the student takes an alternate assessment mate achievement standards. If a student is taking an alternate me requirement is met if there are benchmarks or short-term all annual goals. The IEP team will develop benchmarks or short-term objectives are student will not participate in an alternate assessment. If there ks or short-term objectives associated with an annual goal, nnual goal to be measurable if a majority of the benchmarks or actives are measurable and include a level of attainment.	Conduct an IEP team meeting to revise the IEP to include a statement of measurable annual goals for the student, including academic and functional goals.* The department will verify correction of student-level noncompliance. *In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.	
IEP-8	Yes No	The IEP includes a statement of how the student's progress toward achieving the annual goals will be measured. Comment:	For each of the is to be measu	dividualized Education Program: Annual Goal pages (form I-6). e annual goals, the IEP must identify how the student's progress red. Such methods may include keeping a log, work samples, ms, attendance records, or point sheets.	Conduct a new IEP team meeting to revise the IEP to include a statement of how the student's progress toward achieving the annual goals will be measured.* The department will verify	

				RECORD REVIEW CHECKLIST		
ITEI	M NO.	ITEM DESCRIPTION		STANDARDS & DIRECTIONS	REQUIRED STUDENT- LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
IEP-8 contd.					correction of student-level noncompliance. *In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.	
IEP-9	Yes No	The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment. Comment:	disabled peer age-appropria This requirem be taught. Re when the stuc use of supple The IEP team education envremoval and control of the sexual of the sex	must be educated to the maximum extent appropriate with nonsis in regular education (or for early childhood (3-5) students, in the settings). ent addresses where the student will be taught, not what he will moval from the regular education environment must only occur lent cannot be satisfactorily educated in that environment with the mentary aids and services. must decide whether the student will be full-time in the regular rironment. If not, the team must determine the extent of the document it in the IEP. dividualized Education Program: Program Summary, form I-9, articipation in Regular Education Classes": e IEP indicates the student will participate full-time with nonsabled students in regular education environments (or for early iildhood (3-5) students, in age-appropriate settings), no further planation is required. e IEP indicates the student will not participate full-time in the gular education environment, there must be an explanation of the tent the student will not participate. on of the extent, if any, to which the student will not participate with students in the regular education environment must be consistent ment of special education, related services, and supplementary ces in the IEP, including the anticipated frequency, amount, and	Conduct a new IEP team meeting to revise the IEP to describe the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.* The department will verify correction of student-level noncompliance. *In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4). Changes to a student's placement must be made through an IEP	

			RECORD REVIEW CHECKLIST		
ITEM	/I NO.	ITEM DESCRIPTION	STANDARDS & DIRECTIONS	REQUIRED STUDENT- LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
IEP-9 contd.			location. Sometimes the extent of removal is unclear because one or more services are	team meeting.	
			provided in more than one location, e.g., "speech therapy 90 minutes per week in the regular classroom <u>and</u> the resource room." If the extent of removal is unclear, the requirement is not met.	150	
IEP-10	Yes	The statement of special education in the IEP includes anticipated frequency including the amount. Comment:	Look for documentation on the <i>Individualized Education Program: Program Summary</i> , (form I-9), section I. The services must be stated in the IEP so the level of the LEA's commitment of resources is clear to the parents and other IEP team members. The amount of time to be committed to each of the various services must be appropriate to the specific service and stated in a manner that can be understood by all involved in developing and implementing the IEP. The special education is generally stated with an amount of time and a frequency. "20 minutes three times per week", "40 minutes per week" or "1 hour daily" are acceptable statements.	Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of special education.* The department will verify correction of student-level noncompliance.	
			The amount of time may be stated as a narrow range, but only if the student's IEP team determines stating the amount of services as a narrow range is necessary to meet the unique needs of the student. A narrow range may not be used for administrative convenience, such as personnel shortages or uncertainty regarding the availability of staff. The range also cannot be unreasonably wide (generally not more than 15 minutes), because this does not provide a clear commitment of resources. For example, an acceptable description might be "three times per week for 30-45 minutes per session, depending on the student's ability to attend to the instruction."	*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a	
			Stating the amount of service as a minimum and/or a maximum is not acceptable because it is not a clear commitment of resources, e.g., "a minimum of 15 minutes three times per week."	written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4). Changes to	
			If it is not appropriate to state the amount of a service in hours or minutes, then the IEP may describe the circumstances under which the service is needed. Statements such as "as needed," "as deemed necessary," "when appropriate," or "available daily" do not make clear the LEA's level of commitment of resources. Specific objective criteria should be used to describe when a particular service will be provided. This makes it clear when the service must be provided.	a student's placement must be made through an IEP team meeting.	
IEP-11	Yes No NA	The statement of related services, if any, includes anticipated frequency including the amount. Comment:	The IEP team must identify related services, if any are required, to assist the child to benefit from special education. If the "no" box is checked, skip this item and enter "NA" (not applicable).	Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of related	
			If the "yes" box is checked, the related services should be listed along with a statement of their amount and frequency. The services must be stated in the IEP so the level of the LEA's commitment of resources is clear to the parents, other IEP team members, and staff who implement the IEP. The statement	services.* The department will verify correction of student-level noncompliance.	
			must be appropriate to the specific service and stated in a manner that can be understood by all involved in developing and implementing the IEP. Acceptable statements of amount and frequency could include "Physical Therapy, 25	*In making changes to a student's IEP after the annual IEP meeting for a	

				RECORD REVIEW CHECKLIST		
ITEM	M NO.	ITEM DESCRIPTION		STANDARDS & DIRECTIONS	REQUIRED STUDENT- LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
IEP-11 contd.			If the related some of the related some of the related some of the resources. The amount of the related some of the related s	nount of service as a minimum and/or maximum is not a clear of resources, e.g., "a minimum of 20 minutes per week," because provide a clear commitment of resources. services are to be provided under certain circumstances, the IEP rly specify the circumstances. Statements such as, "as needed", est" do not make clear the LEA's level of commitment of fitime may be stated as a narrow range, but only if the student's ermines stating the amount as a narrow range is necessary to ue needs of the student. A narrow range may not be used for a convenience, such as personnel shortages or uncertainty availability of staff. The range also cannot be unreasonably wide more than 15 minutes), because this does not provide a clear	school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.	
IEP-12	Yes No NA	The student's placement is determined at least annually. Comment:	student's IEP Mark "NA" (no placement and placement and the current placement on Placement (P) the dates on the IEP teath of the IEP teath a common errequirement bedates the placemeetings to discontinuous control of the IEP teath and the IEP tea	determines the special education placement for the student. The team must meet at least annually to determine placement. It applicable) if the record being reviewed was an initial IEP d go on to the next item. EP records, locate the date of the IEP team meeting to determine accement on the Determination and Notice of Placement (P-2). The date of the IEP team meeting to determine the previous the Determination and Notice of Placement: Consent for Initial 1-1) or the Determination and Notice of Placement (P-2). Compare the notices to verify no more than 12 months elapsed between the P team meeting to determine the current placement, and the date m meeting to determine the previous placement. The special very supplication of the IEP team as a sed on either the dates placement notices were sent or the teament was implemented, rather than the dates of the IEP team teermine placement. No more than 12 months may elapse team placement meetings.	If the IEP team has not determined placement within the last twelve months, then the IEP team must meet to determine placement. The department will verify correction of student-level noncompliance.	
IEP-13	Yes No	Following the development or revision of the IEP and prior to its implementation, the student's parent(s) were provided a notice. Comment:	written notice, its implemental Locate the De Placement (for Look for the dindicating they whether notice)	EP team must meet to review the IEP. Parents must receive including a copy of their student's IEP, a reasonable time prior to ation. A draft IEP does not meet this requirement. **Etermination and Notice of Placement: Consent for Initial at Parent P-1) or the Determination and Notice of Placement (form P-2). The parents were provided with the notice and whether a box at the parents were provided with the notice and whether a box at the parent provided timely, compare this date with the beginning date as at the top of the Individualized Education Program: Program	If no notice was provided, then send a notice. If the notice was provided, but not before implementation of the IEP, no student-level corrective action is required. There must be evidence the parent received notice. The	

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				RECORD REVIEW CHECKLIST		
ITEN	/I NO.	ITEM DESCRIPTION		STANDARDS & DIRECTIONS	REQUIRED STUDENT- LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
IEP-13 contd.			If the IEP was provided a nor be done withou conducting a revised IEP. Look for form Then look for Meeting to de of the revised time.	rm I-9), and consider: e LEA mails notices and IEP to parents, consider the amount of the mail takes to go through the LEAs processing and mailing stem. e LEA gives parents the placement notice and a copy of the IEP the IEP team meeting, check the Evaluation Report and IEP the IEP team meeting, check the Evaluation Report and IEP the IEP team meeting, check the Evaluation Report and IEP the IEP team meeting the student's placement was determined. A draft IEP does to the meet this requirement. Check the date of this IEP team meeting, the placement notice. If the parents attended the IEP team meeting, and the date the parents received the placement notice and the date the IEP team meeting are the same, assume the parents were the notice at the meeting. Check the beginning date of IEP rovices at the top of the Individualized Education Program: togram Summary (form I-9). If the beginning date of IEP services on or after the date of the meeting where the parents received the accement notice, consider the requirement met. The revised after, ensure that following its revision the parents were tice. An IEP may be revised after the annual meeting. This may tut conducting an IEP team meeting. If the IEP is revised without meeting, parents must be provided a notice and a copy of the Determine whether the IEP has been revised without a meeting. I-10-A, Changes to IEP or other evidence of an IEP revision. form I-10-B, Notice of Changes To IEP Without an IEP Team termine whether a notice was provided to the parents with a copy IEP. For the requirement to be met, proper notice must be the annual IEP review and, following any subsequent IEP	department will verify correction of student-level noncompliance.	



INSTRUCTIONS: Enter information for each elementary school student reviewed. 19 available lines. Insert rows as needed between row 11 and row 27. Retain at the district level. If there are any "N" responses, you will be required to upload this file to the Special Education Web Portal as part of the reporting process. Transfer grand totals from the totals tab to self-assessment report.

	GENERAL INFORMATION													
LEA Name	Total Number of	of Studer	nts with IE	Ps (not th	e numbei	in the sa	mple)					Required	Sample S	Size
	Elementary (E))	Middle (N	1)		High Sch	ool (H)		Grand To	otal				
										4.				
										7//	0			
		ELEMI	ENTARY	SCHOOL	RECORE	REVIEW	V SUMMA	RY						
						Re	cord Rev	iew Che	cklist Ite	ms				
	ļr	Enter "Y	" if requi	rement is	met. Ent	er "N" if	requirem	ent is NC	OT met. E	nter NA i	f the item	is not a	pplicable	to the
Enter ELEMENTARY Level Students on this Page		student. No item may be left blank. IEP-6, IEP-11, and IEP-12 are the only items for which response.								n NA is ar	ı accepta	ble		
STUDENT NAME		IEP-1	IEP-2	IEP-3	IEP-4	IEP-5	IEP-6	IEP-7	IEP-8	IEP-9	IEP-10	IEP-11	IEP-12	IEP-13
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					. O,									
)									
				(O										
			1/3											
			2											
		N												
		7												



INSTRUCTIONS: Enter information for each elementary school student reviewed. 19 available lines. Insert rows as needed between row 11 and row 27. Retain at the district level. If there are any "N" responses, you will be required to upload this file to the Special Education Web Portal as part of the reporting process. Transfer grand totals from the totals tab to self-assessment report.

	GENERAL INFORMATION													
LEA Name	Total Number	of Studer	nts with IE	Ps (not th	ne numbe	r in the sa	mple)					Required	Sample	Size
	Elementary (E	=)	Middle (N	/ I)		High Sch	ool (H)		Grand To	rand Total				
									N/	0				
	ELEMENTARY SCHOOL RECORD REVIEW SUMMARY													
Enter ELEMENTARY Level Students on this Page	,,,,,,,,,,,,,													
STUDENT NAME		IEP-1	IEP-2	IEP-3	IEP-4	IEP-5	IEP-6	IEP-7	IEP-8	IEP-9	IEP-10	IEP-11	IEP-12	IEP-13
Totals	Items = "Y" 0 0 0 0 0 0 0 0 0 0								0	0	0	0		
									0	0	0	0		
Items = "NA"										0	0			



Wisconsin Department of Public Instruction PROCEDURAL COMPLIANCE SELF-ASSESSMENT IEP RECORDING FORM

PI-SA-RRC-IEP-002 M (Rev. 07-12)

INSTRUCTIONS: Enter information for each middle school student reviewed. 16 available lines. Insert rows as needed between row 11 and row 24. Retain at the district level. If there are any "N" responses, you will be required to upload this file to the Special Education Web Portal as part of the reporting process. Transfer grand totals from the totals tab to self-assessment report.

GENERAL INFORMATION LEA Name Total Number of Students with IEPs (not the number in the sample) Required Sample S														
LEA Name	Total Number	of Studer	nts with IE	Ps (not the	ne numbe	r in the sa	ımple)					Required	d Sample	Size
	Elementary (E	Ξ)	Middle (N	Л)		High Sch	ool (H)		Grand T	otal				
										//				
										<u> </u>	0			
		ELEN	MENTARY	SCHOO	L RECOF	RD REVIE	W SUMM	IARY	1//					
		-				Re	ecord Rev	view Che	cklist Ite	ms				
		Enter "Y	" if requi	rement is	met. En	ter "N" if	requirem	ent is N	OT met. E	nter NA	if the item	n is not a	pplicable	to the
Enter MIDDLE SCHOOL Level Students				may be le	eft blank.	IEP-6, IE	P-11, and	IEP-12	are the o	nly items	for which	n NA is a	n accepta	ble
on this Page STUDENT NAME		respons	iep-1 IEP-2 IEP-3 IEP-4 IEP-5 IEP-6 IEP-7 IEP-8 IEP-9 IEP-10											IEP-13
STODENT NAME		IEP-I	IEP-2	IEP-3	IEP-4	IEP-3	15F-0	IEP-/	IEP-0	IEP-9	IEP-10	IEP-11	IEP-12	IEP-13
							,				1	ļ	┼──	
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	tems = "Y"		0	0	0	0	0	0	0	0	0	0	0	0
l	tems = "N"	0	0	0	0	0	0	0	0	0	0	0	0	0
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Wisconsin Department of Public Instruction PROCEDURAL COMPLIANCE SELF-ASSESSMENT IEP RECORDING FORM

PI-SA-RRC-IEP-002 H (Rev. 07-12)

INSTRUCTIONS: Enter information for each high school student reviewed. 16 available lines. Insert rows as needed between row 11 and row 24. Retain at the district level. If there are any "N" responses, you will be required to upload this file to the Special Education Web Portal as part of the reporting process. Transfer grand totals from the totals tab to self-assessment report.

				GENER	AL INFO	RMATION								
LEA Name	Total Number	of Stude	nts with IE	Ps (not th	ne numbe	r in the sa	mple)					Required	Sample	Size
	Elementary (E	≣)	Middle (N	Л)		High Sch	ool (H)		Grand To	otal				
										.4.				
									2	7//	0			
		ELE	MENTAR	Y SCHO	OL RECO	RD REVI	EW SUM	MARY						
						Re	ecord Rev	view Che	cklist Ite	ms				
Enter HIGH SCHOOL Level Students on this Page		Enter "Y student. respons	No item	rement is may be le	met. En eft blank.	ter "N" if IEP-6, IE	requirem P-11, and	ent is NO I IEP-12 :	OT met. E are the or	inter NA i	if the item for which	n is not a n NA is a	pplicable n accepta	to the ible
STUDENT NAME		IEP-1	IEP-2	IEP-3	IEP-4	IEP-5	IEP-6	IEP-7	IEP-8	IEP-9	IEP-10	IEP-11	IEP-12	IEP-13
							(0)							
						C)							
					Q									
					O)									
)									
				O										
			1/7											
			94											
		N												
		7												
Totals	Items = "Y"	0	0	0	0	0	0	0	0	0	0	0	0	0
	tems = "N"	0	0	0	0	0	0	0	0	0	0	0	0	0
	ms - "NA"						0					0	0	



Wisconsin Department of Public Instruction PROCEDURAL COMPLIANCE SELF-ASSESSMENT IEP RECORDING FORM PI-SA-RRC-IEP-002 TOTALS PAGE (Rev. 07-12)

STUDE	NT NAME	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8	I-9	I-10	I-11	I-12	I-13
Totals ELEM	Items = "Y"	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "N"	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "NA"						0					0	0	
Totals MS	Items = "Y"	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "N"	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "NA"						0			9		0	0	
Totals HS	Items = "Y"	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = ''N''	0	0	0	0	0	0	0	0	0	0	0	0	0
	Items = "NA"						0) `			0	0	
	Grand Total Y	0	0	0	0	0	0	0	0	0	0	0	0	0
	Grand Total N	0	0	0	0	0	0	0	0	0	0	0	0	0
	Grand Total NA						0) ~				0	0	



Wisconsin Department of Public Instruction PROCEDURAL COMPLIANCE SELF-ASSESSMENT DISCIPLINE RECORD REVIEW CHECKLIST PI-SA-RRC-DISC-001 (Rev. 07-12)

INSTRUCTIONS: Complete one copy for each student record selected for the sample. Retain at the district level. For Local Use Only. Provided for documentation purposes. Use by the LEA is optional.

Student Name	School Level Check one	1		NOTE: When reviewing a record of a student who is an adult, substitute "adult student" for "parent" in all checklist items.
	☐ Elementary	Middle	☐ High School	substitute adult student for parent in all checklist items.
Student Date of Birth Mo./Day/Yr.	Reviewer's Name			*Examples for Evidence of Student-Level Corrective Action (last column), include called parent on [date], no new IEP team meeting, etc.

Discipline requirements may apply to different instances of removal for the same student. For example a student may be suspended for two days, constituting the 11th and 12th cumulative days of removal, and suspended again for three days, constituting the 13th, 14th, and 15th cumulative days of removal. Apply the standards and directions to each instance of removal to determine whether each discipline requirement has been met. Multiple instances of noncompliance for a particular item for a particular student are recorded as one "N". However each instance of noncompliance must be corrected according to the instructions.

		RECORD REVIEW CHECKLIST		
Item	Item Description	Standards & Directions	Required Student-Level Corrective Action	EVIDENCE OF STUDENT-LEVE CORRECTIVE ACTION*
ISC- Yes No	After the tenth cumulative day of removal in the same school year, the student received educational services during subsequent periods of removal. Comments:	After a student has been removed for a violation of a code of student conduct for more than 10 cumulative school days in the same school year, during subsequent disciplinary removals the LEA must provide the student educational services. Examine evidence, such as teacher notes, attendance logs, or teacher time records to determine whether the student was provided educational services during each removal beyond the tenth cumulative day of removal in the school year. Examples of disciplinary removals include, but are not limited to, expulsions, out-of-school suspensions, certain in-school suspensions, certain bus suspensions, and removals to interim alternative educational settings for weapons or drug offences or for inflicting serious bodily harm, and de facto suspensions. • Include in-school suspensions if: (1) the student's IEP was not implemented; or (2) the student did not participate with nondisabled peers to the extent required by the IEP; or (3) the student did not have the opportunity to appropriately progress in the general curriculum. • Include a bus suspension if (1) the student was not provided transportation and (2) the student did not attend school. • Include a removal as a de facto suspension if the student is removed from school or class for not following school rules without following the procedures related to suspension. LEAs should have procedures to accurately track and count de facto suspensions. A student is considered removed during periods when: (1) the student's IEP was not implemented; or (2) the student did not participate with nondisabled peers to the extent required by the IEP; or (3) the student did not have the	The LEA must consider compensatory services by holding an IEP team meeting or with the agreement of the student's parent either: (1) Develop a written document to amend or modify the student's current IEP to reflect the compensatory services (see Form I-10) or; (2) Discuss with the student's parent and document agreement that no compensatory services are necessary (see Sample Letter). The department will verify correction of student-level noncompliance.	

				RECORD REVIEW CHECKLIST		
lt	em	Item Description		Standards & Directions	Required Student-Level Corrective Action	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
DISC-				opportunity to appropriately progress in the general curriculum. Partial day removals must be included when determining the number of days of removal for a student.		
contd.			•	Partial day removals must be included when determining the number of days of removal for a student.		
DISC-2	☐ Yes☐ No☐ N/A	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of school rules, the LEA must conduct a manifestation determination. Comments:	did not A disciption disability education because the control of	the number of days of removal for a student. A" for this item if a change in placement, as defined below,	The LEA must conduct a manifestation determination. Except where a student is disciplined for behavior involving weapons, drugs or serious bodily harm, if the behavior is determined to be a manifestation of the student's disability, the IEP team must return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan. If the behavior is determined not to be a manifestation of the student's disability, the LEA may remove the student to the same extent it would remove a student who does not have a disability. If the behavior is a manifestation of the student's disability and the student already has a behavioral intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the student's behavior. If the	
			Examin 1-12). I comple	the student's <i>Manifestation Determination Review</i> (Form Determine whether the manifestation determination was sted within ten school days of the date of the decision to the student's placement.	student does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student.	
			The dat	e of the decision would be, for example,	If the behavior is not a manifestation	
			•	the date the LEA decides to proceed with expulsion, the date the LEA decides to change the student's	must receive, as appropriate, a functional behavioral assessment,	
				placement because of a violation of school code, or	and behavioral intervention services and modifications that are designed	
			•	the date the LEA determines the pattern of removals constitute a change in placement.	to address the behavior violation so that it does not recur. The department will verify correction of student-level noncompliance.	

Page 3 PI-SA-RRC-DISC-001

				RECORD REVIEW CHECKLIST			
Iten	m	Item Description		Standards & Directions		red Student-Level rrective Action	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION*
3 [☐ Yes☐ No☐ N/A	If the LEA determines the conduct was a manifestation of the student's disability, the LEA conducted a functional behavioral assessment and implemented a behavioral intervention plan (BIP), or if a BIP had previously been developed, reviews and modifies the BIP as necessary. Comments:	Examin 1-12). It of the s If the LI student function implem existing	IA" for this item if a change in placement, as defined in item 2, did not occur. e the student's <i>Manifestation Determination Review</i> (Form 5 the LEA determined the conduct was <u>not</u> a manifestation tudent's disability, mark NA. EA determined the conduct was a manifestation of the 's disability, look for evidence that the LEA conducted a nal behavioral assessment (FBA) and developed and ented a behavioral intervention plan (BIP). If there is an IBIP, the IEP team must review and modify the plan, if ary, to address the student's behavior.	behavioral in team must m and its imple team must m implementati address the student does intervention p conduct a fur assessment	a already has a tervention plan, the IEP neet to review the plan mentation. The IEP nodify the plan and its on, if necessary, to student's behavior. If the not have a behavior olan, the IEP team must notional behavioral and implement a tervention plan for the	
4 [☐ Yes☐ No☐ N/A	On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of school rules, the LEA notified the parent and provided the parents a copy of the procedural safeguards notice. Comments:	mark "N DISC- 2 Look fo a copy decision violation docume	of the procedural safeguards notice must be given to only one time a school year, except that a copy must also in to the parents: upon initial referral or parent request for evaluation, upon receipt of the first state IDEA complaint, upon receipt of the first due process complaint, on the date the LEA decides to make a disciplinary removal that constitutes a change of placement. IA" for this item if a change in placement, as defined in item 2, did not occur. If evidence the student's parents were notified and provided of the procedural safeguards notice on the date the 1 was made to change the student's placement for a 1 not school code. The LEA should have a method of enting when the procedural safeguards notice was sent. If evidence the decision would be, for example, the date the LEA decides to proceed with expulsion, the date the LEA decides to change the student's placement because of a violation of school code, or the date the LEA determines the pattern of removals constitute a change in placement.	notify the par make a remo disciplinary of not already p also provide procedural sa Document th provided, inc The departm	r provided, the LEA must ents of the decision to eval that constitutes a hange of placement. If rovided, the LEA must the parents a copy of the afeguards notice. at written notice was luding date and method. ent will verify correction evel noncompliance.	



INSTRUCTIONS: Retain at the district level. If there are any "N" responses, PROCEDURAL COMPLIANCE SELF ASSESSMENT you will be required to upload this file to the Special Education Web Portal as part of the reporting process. Transfer the total of "N" records for each item to the self-assessment report.

GENERAL INFORMATION

LEA Name

RECORD R	EVIEW CHEC	KLIST		
Total Number of Students Removed more than 10 days during the previous school year		Required Sample S	iize	
Enter information for each student record reviewed. 13 available line "Yes" if requirement is NOT met. DISC-2				
STUDENT NAME	DISC-1	DISC-2	DISC-3	DISC-4
		OKIL		
	5			
70,				
Number of Items = "Y	" 0	0	0	0
Number of Items = "N	" 0	0	0	0
Number of Items = "N/A	"	0	0	0



Wisconsin Department of Public Instruction PROCEDURAL COMPLIANCE SELF-ASSESSMENT 60-Day Timeline Data Report PI-SA-RRC-NSRF-001 (Rev. 6-12)

INSTRUCTIONS: This is a sample format for the N3 data report. Enter information for each student record reviewed. 11 available lines. To insert rows, select one of the "Student Name" cells (**NOT ROW 7**) and click the "Insert a New Row" button to create a row below. Enter appropriate numbers in "B" and "C" of the Data Summary. Retain at the district level. Transfer data summary information to self-assessment report. If the district is selected for validation, the entire list of initial evaluations must be submitted. Information for any students reported under "D" must be submitted for the verification process.

General Information						
LEA Name Exceptions: 1) Transfer student from another district, must complete with specific time agreed to by parent and of 2) Parent repeatedly fails or refuses to make child available, 3 reasonable attempts documented; 3) Initial SLD evaluation extended by mutual written agreement with parent.						
	Initial Evaluation Data Report					
Student Name	Date Consent Received	Date of Eligibility Determination	Calculate No. of Days Elapsed	Eligible? Yes / No	If over 60 days and an exception (see above) applies, please select.	Considered w/in 60

Inser	t a New Row	Data Summary - Tra	ansfer to Self-Asses	sment Report	
Α	В	С	D-Calculated	D	Е
,	Enter the Number in A determined Not Eligible w/in 60 days . Include any where one of the exceptions apply.	Enter the Number in A determined Eligible w/in 60 days. Include any where one of the exceptions apply.	No. beyond 60 days (A - B - C)	Report the Range of Days from Consent to Determination of Eligibility for those identified in "D".	Reasons if not within 60 days
0			0	0 - 0	

2)

3)

Wisconsin Department of Public Instruction PROCEDURAL COMPLIANCE SELF-ASSESSMENT NO SAMPLE RECORDING FORM

For Local Use Only. Provided for **INSTRUCTIONS:** documentation purposes.

PI-SA-RRC-NSRF-002 (Rev. 7-12)

				GENERAL INF	FORMATION			
LEA	Name							
				CHECKLIST	SUMMARY			
Y	lo	affirmation the school	signed by priva	ite school repr ries. This item	presentatives of priversentatives. Select on is not required for	NA if there	e are no pri	vate schools within
□Y		designated education a	by the LEA to re and related servi	eceive service ices the LEA v	orivate school studer es has a current servi will provide for the stu under s. 118.40, Wis	ices plan t udent. Thi	that describe	es the special
Rep					ithin 60 days of rece tts for whom consent			
Α.	The number of	of children fo	or whom parenta	al consent to e	evaluate was receive	d.		
B1.	B1. The number of children in item A. determined not eligible whose evaluations and eligibility determinations were <u>completed within 60 days</u> .					Add B1 and B2 and report the total in the		
B2.	eligibility dete	The number of children in item A. determined not eligible whose evaluations and eligibility determinations were completed after 60 days, but one of the exceptions to the timeline applied [see the explanation of exceptions below.]				software:		
C1.			item A. determ vere <u>completed</u>		whose evaluations ar <u>s</u> .	nd		Add C1 and C2 and report the total in the
C2.	C2. The number of children in item A. determined eligible whose evaluations and eligibility determinations were completed after 60 days, but one of the exceptions to the timeline applied [see the explanation of exceptions below.]				software:			
D.			se evaluations v Formula: A –		ed beyond the 60-da Fotal)	ny timeline	and none	SOFTWARE CALCULATES VALUE
	maximum) fro	om consent		on of eligibility	days (minimum and r. Report the actual	From (mi	in.)	To (max.)
E.					oility determinations of the reasons delays of		completed v	within 60 days. It is
	Staff Unava		Parent Unava	ailable	Evaluation data from	other agend	cy or from pare	ent unavailable
EXC 1)	EPTIONS: Student transfers	from one LEA	to another after 60	-day timeline begi	ins but before determinati	on of eligibil	ity by the previ	ous LEA. The LEA must

If the student is being evaluated for specific learning disability and the timeline is extended by mutual written agreement with the parent.

have completed the evaluation within the specific time agreed to by the parent and the LEA. The parent repeatedly fails or refuses to make the student available for the evaluation.

Appendix F: Standards and Directions for Assessing Requirements

Revised September 5, 2012 **Evaluation Sample**

Item	Compliance Statement	Standards and Directions	Correction
EVAL-1	The student's parents were	After a parent is notified in writing of the start of an initial	Student-level Noncompliance:
	contacted and afforded an	evaluation or reevaluation, IEP team members must review	If the parent was not afforded an
	opportunity to participate in the	existing data to determine what additional data are needed, if	opportunity to participate in the
	review of existing evaluation	any. The student's parents, as members of the IEP team, must	review of existing data, review
	data.	have the opportunity to participate in this review. After the	evaluation data with the parent
		review is complete the LEA must either notify the parent no	and determine whether additional
	34 CFR §300.305(a),	additional assessments are needed or request parental consent for	evaluation data were needed at
	300.321(a)(1) Wig State \$115.782(2)(b)1	additional assessment.	the time of the evaluation. If
	Wis. Stats., §115.782(2)(b)1		additional data were needed,
	Indicator 8	This requirement has three components:	decide whether a reevaluation is
	indicator o	• The review of existing data must occur <u>after</u> the parent	warranted at this time. Document
		is notified in writing of the start of an evaluation (IE-1	the results of the discussion with
		or RE-1).	the parent and the decision
		 The date and method of the parent's input must be 	reached.
		documented. This information is often located on the	
		Worksheet for Consideration of Existing Data (EW-1).	If the parent was afforded an
		• The review of existing data must occur on or before the	opportunity to participate in the
		date on the form requesting parental consent for	review of existing data, but the
		additional assessment or the notice no additional	review occurred before the parent
		assessments are needed (IE-2, IE-3, RE-4, or RE-5).	was notified in writing of the start
			of the evaluation, no student-level
		The review of existing data may occur on the same day the	corrective action is required.
		parent is notified of the start of an evaluation only if the parent is	There must be evidence of the
		provided with a copy of the notice of the start of the evaluation	parent's participation. The
		in person prior to the review. If the notice of the start of an	department will verify correction
		evaluation (IE-1 or RE-1) is mailed to the parent, the LEA	of student-level noncompliance.
		should consider the amount of time mail takes to go through the	
		LEAs processing and mailing system before beginning to review	
		existing data.	Current Compliance:
	150 6 1	ting for a school year, the parent of a student with a disability and the local educational ager	The local educational LEA must

^{*}In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.

^{**}Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.

Item	Compliance Statement	Standards and Directions	Correction
EVAL-1		Although the review of existing data may be completed during	take action to ensure future
cont'd		an IEP team meeting, an IEP team meeting is not required for	compliance including
		this purpose. If a meeting was held to review existing evaluation	implementing a system of internal
		data, look for an Evaluation Report and IEP Cover Sheet (I-3)	controls. The department will
		and determine whether the parent attended the meeting to review	verify current compliance on a
		existing evaluation data. A meeting to review existing data may	new student record sample.
		be held on the same day the parent receives the <i>Notice of Receipt</i>	
		of Referral (IE-1) or Notice of Reevaluation (RE-1), as long as	
		the notice is provided before existing data is reviewed and before	
		consent for additional testing is requested.	
		The review may be conducted without a parent's participation if	
		the local educational LEA is unable to convince the parent to	
		participate. If the parent did not participate, the LEA must	
		document at least three reasonable attempts to convince the	
		parent to participate.	
		The record of attempts to involve parents in the review can be	
		found on the LEA's notices, forms IE-2, IE-3, RE-4, or RE-5. In	
		some cases, the record of attempts to involve the parents in the	
		review will be found in section III of form EW-1. Examples of	
		documentation include:	
		 detailed records of telephone calls and the results of 	
		those calls;	
		 copies of correspondence sent to parent and any 	
		response received; and	
		• detailed records of visits made to the parent's home or	
		place of employment and results of the visits.	
		If the mount did not neutralize to there is a record of at least	
		If the parent did not participate, but there is a record of at least	
		three reasonable attempts to convince the parent to participate,	

^{*}In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.

^{**}Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.

Revised September 5, 2012

Item	Compliance Statement	Standards and Directions	Correction
EVAL-1		the requirement is met. Often school personnel will attempt to	1
cont'd		contact parents by telephone. Do not count a telephone call	
		where there is no answer or no message is left as an attempt. A	
		telephone call where the phone is answered and a message is left	
		may be counted. A delivered e-mail message may be counted as	
		an attempt.	
	A review of existing evaluation	After a parent is notified in writing of the start of an initial	Student-level Noncompliance:
	data on the student to identify	evaluation or reevaluation, IEP team members must review	If the required IEP team member
	what additional data, if any,	existing data to determine what, if any, additional data are	was not afforded an opportunity
	were needed to complete the	needed. The student's parents, as part of the IEP team, must have	to participate in the review of
	evaluation or reevaluation	the opportunity to participate in this review. After the review is	existing data, review evaluation
	included:	complete the LEA must either notify the parent no additional	data with the member and
EVAL-2	a. not less than 1 regular	assessments are needed or request parental consent for additional	determine whether additional
	education teacher of	assessment.	evaluation data were needed. If
	such student (if the		additional data were needed at the
	student is, or may be,	This requirement has three components:	time of the evaluation, determine
	participating in the	 The review of existing data must occur <u>after</u> the parent 	whether a reevaluation is
	regular education	is notified in writing of the start of an evaluation (IE-1	warranted at this time. Document
	environment); and	or RE-1).	the results of the discussion with
EVAL-3	b. not less than 1 special	The date of the required IEP team member's input must	the IEP team member and the
	education teacher of the	be documented. This information is often located on the	decision reached.
	student, or where	Worksheet for Consideration of Existing Data (EW-1).	
	appropriate, not less	• The review of existing data must occur on or before the	If the required IEP team member
	than 1 special education	date on the form requesting parental consent for	was afforded an opportunity to
	provider of such	additional assessment or the notice no additional	participate in the review of
	student; and	assessments are needed (IE-2, IE-3, RE-4, or RE-5).	existing data, but the review
EVAL-4	c. a local educational		occurred before the parent was
	agency representative.	The review of existing data may occur on the same day the	notified in writing of the start of
		parent is notified of the start of an evaluation only if the parent is	the evaluation, no student-level
	34 CFR § 300.305(a),	provided with a copy of the notice of the start of the evaluation	corrective action is required.
	300.321(a)(2-4)	in person prior to the review. If the notice of the start of an	There must be evidence of the

*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.

^{**}Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.

Item	Compliance Statement	Standards and Directions	Correction
EVAL-2-4	Wis. Stats, § 115.782(2)(b)1	evaluation (IE-1 or RE-1) is mailed to the parent, the LEA	IEP team member's participation.
cont'd		should consider the amount of time mail takes to go through the	The department will verify
	Indicator 3	LEAs processing and mailing system before beginning to review	correction of student-level
		existing data.	noncompliance.
		Although the review of existing data may be completed during an IEP team meeting, an IEP team meeting is not required for this purpose. If a meeting was held to review existing evaluation data, look for an <i>Evaluation Report and IEP Cover Sheet</i> (I-3) and determine whether the required IEP team member attended the meeting to review existing evaluation data. A meeting to review existing data may be held on the same day the parent receives the <i>Notice of Receipt of Referral</i> (IE-1) or <i>Notice of Reevaluation</i> (RE-1), as long as the notice is provided before existing data is reviewed and before consent for additional testing is requested. A regular education teacher is a required member of the IEP	Current Compliance: LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.
		team for a child with a disability age 3-5 if the child is or may be participating in a regular early childhood program during the term of the IEP.	
		If the student is not in a regular education environment and is not anticipated to be in a regular education environment during the term of the IEP, including a regular early childhood program for a child age 3-5, enter "NA" for item EVAL-2.	
		A common error is failing to obtain the input of the LEA	
		representative. Another common error occurs when the	
		individualized education program (IEP) team participant who	
		fills out the Worksheet for Consideration of Existing Data fails	

^{*}In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.

^{**}Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.

Item	Compliance Statement	Standards and Directions	Correction
EVAL-2-4	•	to include his or her own input.	
cont'd			
		Another common error occurs when a case review by a problem-	
		solving team (teacher assistance teams, building consultation	
		teams) prior to referral for special education is documented,	
		instead of the IEP team's review to decide whether additional	
		evaluation data is needed to complete an IEP team evaluation.	
EVAL-5	The student's parent attended	The LEA must take steps to ensure one or both of the parents of	Student-level Noncompliance:
	the meeting to determine	the student are present at the IEP team meeting or are afforded	Offer parents the opportunity to
	whether the student is or	the opportunity to participate, including 1) notifying parents of	conduct a new IEP team meeting
	continues to be a child with a	the meeting early enough to ensure that they have an opportunity	to determine whether the student
	disability or participated by	to attend; and 2) scheduling the meeting at a mutually agreed on	is or continues to be a child with a
	other means.	time and place.	disability. Document the results
			of the discussion with the parent
	34 CFR § 300.306,	If neither parent can attend, the school must use other methods to	and the decision reached. The
	300.501(b)	ensure parent participation, including individual or conference	department will verify correction
	Wis. Stats §115.78(2)(a)	telephone calls.	of student-level noncompliance.
	Indicator 8	Look at the Evaluation Report and IEP Cover Sheet (I-3) for the	
		name of the parent listed as a participant. Also look on the I-3 to	Current Compliance:
		see that "evaluation including determination of eligibility" is	LEA must take action to ensure
		indicated as a purpose of the meeting. Consider the LEA's	future compliance including
		practices for documenting meeting attendance. If the LEA's	implementing a system of internal
		practice is to list the participants on I-3 based on their actual	controls. The department will
		attendance, consider the requirements met if the parent is listed	verify current compliance on a
		as a meeting participant and one purpose of the meeting is IEP	new student record sample.
		review or development. Some LEAs enter the names of IEP team	
		participants before the meeting is conducted. They use check	
		marks or participants' initials to indicate attendance at the	
		meeting. For such LEAs, consider the requirement met if there is	
		a check mark or initials indicating the parent attended and one	

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^{**}Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.

Item	Compliance Statement	Standards and Directions	Correction
EVAL-5		purpose of the meeting was evaluation.	
cont'd			
		If determining eligibility is not indicated on the <i>Evaluation</i>	
		Report and IEP Cover Sheet (I-3) as one purpose of the meeting,	
		you may still be able to establish the purpose of the meeting.	
		Look for other evidence of the purpose of the meeting. Look at	
		the Invitation to a Meeting of the IEP Team (I-1) sent to the	
		parent. Note whether the invitation to the meeting indicates	
		"determining initial or continuing eligibility" as one purpose of	
		the meeting. Also look at the Evaluation Report: including	
		Determination of Eligibility and Need for Special Education	
		(ER-1) and note whether the date of the eligibility determination	
		is the same as the date of the IEP team meeting on the	
		Evaluation Report and IEP Cover Sheet (I-3). The purpose of the	
		meeting is established if the invitation to the meeting (I-1)	
		indicates evaluation as a purpose, and the date of the eligibility	
		determination (ER-1) is the same as the date of the meeting (I-3).	
		If no parent attended the meeting or participated by other means,	
		the parent participation requirement may still be met. If there is	
		documentation the parents have agreed to participate in the IEP	
		team meeting and the parents fail to arrive for the scheduled	
		meeting, the meeting may proceed without the parents in	
		attendance. Look for documentation that the parent agreed to the	
		time and place of the meeting.	
		The requirement may still be met even if the parent did not agree	
		to participate in the meeting. Look at the bottom of the	
		Evaluation Report and IEP Cover Sheet (I-3) for documentation	
		of at least three reasonable attempts to obtain the parent's	
		participation. Examples include:	

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Item	Compliance Statement	Standards and Directions	Correction
EVAL-5 cont'd		 Records of telephone calls and the results of those calls. Do not count a telephone call where there is no answer or no message is left as an attempt. A telephone call where the phone is answered and a message is left may be counted. Correspondence sent to parents, including e-mail, and any response received. Records of visits to the parent's home or place of employment and the results of the visits. 	
EVAL-6	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed evaluations and information provided by the student's parents. 34 CFR §300.305(a)(1) Wis. Stats.§115.782(2)(b)1 Indicator 8	At the IEP team meeting to determine eligibility, the IEP team must review evaluations and information provided by the student's parents. The relevant information is summarized in <i>Evaluation Report: including Determination of Eligibility and Need for Special Education</i> (form ER-1). Look under "Information from Review of Existing Data" and "Information provided by parents" for information supplied by the parents. Also look under "Summary of previous evaluations" for results of evaluations provided by parents, if any.	Student-level Noncompliance: Offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability. Document the results of the discussion with the parent and the decision reached. The department will verify correction of student-level noncompliance. Current Compliance: LEA must take action to ensure future compliance including implementing a system of internal
			controls. The department will verify current compliance on a new student record sample.
EVAL-7	At the IEP team meeting to determine whether the student is a child with a disability, the	At the IEP team meeting to determine eligibility, the IEP team must review previous interventions for the student and the effects of those interventions. The relevant information is	Student-level Noncompliance: Offer to parents to conduct a new IEP team meeting to determine if

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Revised September 5, 2012

Item	Compliance Statement	Standards and Directions	Correction
EVAL-7	IEP team reviewed previous	summarized in the Evaluation Report: including Determination	omitted information affects the
cont'd	interventions and the effects of	of Eligibility and Need for Special Education(ER-1). Look under	eligibility determination. If yes,
	those interventions.**	"Information from Review of Existing Data" and "Previous	then reconsider eligibility. The
		interventions and the effects of those interventions" for a	department will verify correction
	Wis. Stats. §115.782(2)(b)1	description of <u>both</u> the interventions for the student <u>and</u> the	of student-level noncompliance.
		effect of those interventions. Ensure not only the interventions,	
	Indicator 10	but <u>also</u> their effects are documented.	
			Current Compliance:
		For example "Child received Birth to 3 services for	LEA must take action to ensure
		developmental delays. Although progress was made, language	future compliance including
		delays continue to exist." Examples that meet minimal	implementing a system of internal
		compliance include "Student participated in Title I Reading, but	controls. The department will
		has made little progress" or "Moved the student to front of room,	verify current compliance on a
		which increased his time on task."	new student record sample.
		In some cases, there may have been no previous interventions. In	
		such cases, except for initial SLD evaluations, the requirement is	
		met if the IEP team documented there were no previous	
		interventions. For initial SLD evaluations, documentation of an	
		intensive intervention is required.	

IEP Sample

Item	Compliance Statement	Standards and Directions	Correction
IEP-1	The student's parent attended	The school must take steps to ensure that one or both of the	Student-level Noncompliance:
	the meeting(s) to develop or	parents of the student are present at the IEP team meeting or are	Offer parents the opportunity to
	review the student's IEP or	afforded the opportunity to participate, including 1) notifying	conduct a new IEP team meeting
	participated by other means.	parents of the meeting early enough to ensure that they have an	to develop or review the student's
		opportunity to attend; and 2) scheduling the meeting at a	IEP. Document the results of the
	34 CFR §300.322,	mutually agreed on time and place.	discussion with the parent and the
	Wis. Stats. §115.78(2)(b)		decision reached. The department

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Item	Compliance Statement	Standards and Directions	Correction
IEP-1		If neither parent can attend, the school must use other methods to	will verify correction of student-
cont'd	Indicator 8	ensure parent participation, including individual or conference telephone calls.	level noncompliance.
		telephone cans.	
		Look at the Evaluation Report and IEP Cover Sheet (I-3) for the	Current Compliance:
		name of the parent listed as a participant. Also look on the I-3 to	LEA must take action to ensure
		see that developing or revising the IEP is indicated as a purpose of the meeting. Consider the LEA's practices for documenting	future compliance including
		meeting attendance. If the LEA's practice is to list the	implementing a system of internal controls. The department will
		participants on I-3 based on their actual attendance, consider the	verify current compliance on a
		requirements met if the parent is listed as a meeting participant	new student record sample.
		and one purpose of the meeting is IEP review or development.	
		Some agencies enter the names of IEP team participants before the meeting is conducted. They use check marks or participants'	
		initials to indicate attendance at the meeting. For such agencies,	
		consider the requirement met if there is a check mark or initials	
		indicating the parent attended and one purpose of the meeting is	
		IEP review or development.	
		If IEP review or development is not indicated on the <i>Evaluation</i>	
		Report and IEP Cover Sheet (I-3) as one purpose of the meeting,	
		you may still be able to establish the purpose of the meeting.	
		Look at the <i>Invitation to a Meeting of the IEP Team</i> (I-1) to see	
		if IEP review or development is one purpose of the meeting. Then look at the meeting dates on the <i>Determination and Notice</i>	
		of Placement (P-1 or P-2), the Evaluation Report and IEP Cover	
		Sheet (I-3), and the Invitation to the meeting (1-1). The purpose	
		of the meeting is established if:	
		• the invitation to the meeting (I-1) indicates IEP review	
		or development as a purpose of the meeting; and	
		• the meeting dates on the <i>Determination and Notice of</i>	

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Item	Compliance Statement	Standards and Directions	Correction
IEP-1 cont'd	Compnance Statement	Placement, the invitation to the meeting, and the Evaluation Report and IEP Cover Sheet all match. If no parent attended the meeting or participated by other means, the parent participation requirement may still be met. If there is documentation the parents have agreed to participate in the IEP team meeting and the parents fail to arrive for the scheduled meeting, the meeting may proceed without the parents in attendance. Look for documentation that the parent agreed to the time and place of the meeting. The requirement may still be met even if the parent did not agree to participate in the meeting. Look at the bottom of the Evaluation Report and IEP Cover Sheet (I-3) for documentation of at least three reasonable attempts to obtain the parent's participation. Examples include: • records of telephone calls and the results of those calls (an unanswered telephone call in which no message has been left, does not count as a reasonable attempt); • correspondence sent to parents, including e-mail, and any response received; and • records of visits to the parent's home or place of employment and the results of the visits.	Correction
IEP-2	The student's parent attended the meeting to determine the student's placement or participated by other means. 34 CFR § 300.327, 300.501(c)	The school must take steps to ensure that one or both of the parents of the student are present at the IEP team meeting or are afforded the opportunity to participate, including 1) notifying parents of the meeting early enough to ensure that they have an opportunity to attend; and 2) scheduling the meeting at a mutually agreed on time and place.	Student-level Noncompliance: Offer parents the opportunity to conduct a new IEP team meeting to determine the student's placement. Document the results of the discussion with the parent and the decision reached. The

^{*}In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.

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Item	Compliance Statement	Standards and Directions	Correction
IEP-2	Wis. Stats.§115.78(2)(c)	If neither parent can attend, the school must use other methods to	department will verify correction
cont'd		ensure parent participation, including individual or conference	of student-level noncompliance.
	Indicator 8	telephone calls.	
		Look at the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) for the name of the parent listed as a participant. Also look on the I-3 to see that determination of placement is indicated as a purpose of the meeting. Consider the LEA's practices for documenting meeting attendance. If the LEA's practice is to list the participants on I-3 based on their actual attendance, consider the requirements met if the parent is listed as a meeting participant and one purpose of the meeting is determining placement. Some agencies enter the names of IEP team participants before the meeting is conducted. They use check marks or participants' initials to indicate attendance at the meeting. For such agencies consider the requirement met if there is a check mark or initials indicating the parent attended and one purpose of the meeting is determining placement.	Current Compliance: LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.
		If determination of placement is not indicated on the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) as one purpose of the meeting, you may still be able to establish the purpose of the meeting. Look at the <i>Invitation to a Meeting of the IEP Team</i> (I-1) to see if determination of placement is one purpose of the meeting. Then look at the meeting dates on the <i>Determination and Notice of Placement</i> (P-1 or P-2), the <i>Evaluation Report and IEP Cover Sheet</i> (I-3), and the Invitation to the meeting (1-1). The purpose of the meeting is established if: • the invitation to the meeting (I-1) indicates determination of placement as a purpose of the meeting; and • the meeting dates on the <i>Determination and Notice of</i>	

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Compliance Statement	Standards and Directions	Correction
	<i>Placement</i> , the invitation to the meeting, and the	
	Evaluation Report and IEP Cover Sheet all match.	
	 If no parent attended the meeting or participated by other means, the parent participation requirement may still be met if any of the following is true: there is documentation the parents agreed to participate in the IEP team meeting and the parents failed to arrive for the scheduled meeting. Look for documentation the parent agreed to the time and place of the meeting. there is documentation the LEA made three reasonable attempts to convince the parent to participate in the meeting. Look at the bottom of the Evaluation Report and Cover Sheet (I-3 for documentation of at least three reasonable attempts to obtain parent participation. 	
	Examples include: • records of telephone calls and the results of those calls	
	(an unanswered telephone call in which no message has been left, does not count as a reasonable attempt);	
	 correspondence sent to parents, including e-mail, and any response received; and 	
	 records of visits to the parent's home or place of employment and the results of the visits. 	
The LEA conducted an IEP	Locate the Evaluation Report and IEP Cover Sheet (I-3). The	Student-level Noncompliance:
	<u> </u>	Offer to parent to conduct a new
		IEP team meeting with the LEA
included a LEA representative.	1	representative present. Document the results of the discussion with
34 CFR 8300 321(a)(4) Wis		the parent and the decision
- ' ' ' '		reached. The department will
		Placement, the invitation to the meeting, and the Evaluation Report and IEP Cover Sheet all match. If no parent attended the meeting or participated by other means, the parent participation requirement may still be met if any of the following is true: • there is documentation the parents agreed to participate in the IEP team meeting. Look for documentation the parent agreed to the time and place of the meeting. • there is documentation the LEA made three reasonable attempts to convince the parent to participate in the meeting. Look at the bottom of the Evaluation Report and Cover Sheet (I-3 for documentation of at least three reasonable attempts to obtain parent participation. Examples include: • records of telephone calls and the results of those calls (an unanswered telephone call in which no message has been left, does not count as a reasonable attempt); • correspondence sent to parents, including e-mail, and any response received; and • records of visits to the parent's home or place of employment and the results of the visits. The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a LEA representative. Locate the Evaluation Report and IEP Cover Sheet (I-3). The requirements are met if an LEA representative attended the meeting. Some agencies enter the names of IEP team participants before the meeting is conducted. They use check marks or participants' initials to indicate attendance at the meeting. For such agencies consider the requirement met if there

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Item	Compliance Statement	Standards and Directions	Correction
IEP-3		attended and one purpose of the meeting is to develop or review	verify correction of student-level
cont'd	Indicator 1	or revise the IEP.	noncompliance.
		If the LEA representative did not attend, the requirement may still be met. In two circumstances, IDEA 2004 permits required IEP team participants not to attend IEP team meetings, in part or in whole. First, a participant is not required to attend an IEP team meeting, in whole or in part, if the parent and the LEA agree in writing the attendance of the required participant is not necessary because the participant's area of the curriculum or related services is not being modified or discussed in the meeting.	Current Compliance: LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.
		Second, a required participant may be excused from attending an IEP team meeting even if the meeting involves a modification to, or discussion of, the participant's area of the curriculum or related services. The required participant may be excused if, on or prior to the meeting date, the parent gives written consent and prior to the meeting, the excused participant submits to the parent and the IEP team written input into the development of the IEP.	
		The LEA cannot consent to the excusal of the LEA representative from an IEP team meeting if the individual is needed to ensure that decisions can be made at the meeting about commitment of LEA resources that are necessary to implement the IEP being developed, reviewed, or revised.	
		See Question C-1, Questions and Answers on Individualized Education Programs, Evaluations, and Reevaluations, Revised June 2010, OSEP, at	

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Item	Compliance Statement	Standards and Directions	Correction
IEP-3		http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQa	
cont'd		<u>Corner%2C3%2C</u>	
		If the LEA representative did not attend, locate form I-2,	
		Agreement On IEP Team Participant Attendance at IEP Team	
		Meeting. If the parent signed form I-2 on or prior to the meeting	
		date, the requirement is met.	
IEP-4	The IEP contains a statement of	Review the Individualized Education Program: Present Level of	Student-level Noncompliance:
	the student's present levels of	Academic Achievement and Functional Performance (I-4). There	Conduct a new IEP team meeting
	academic achievement and	must be a statement identifying the student's present levels of	to revise the IEP to include a
	functional performance.	academic achievement and functional performance related to his or her educational needs.	statement of the student's present levels of academic achievement
	24 CED \$200 220(a)(1) Win	or her educational needs.	
	34 CFR §300.320(a)(1) Wis. Stats.§115.787(2)(a)	The statement should be written in language understandable to	and functional performance.* The department will verify correction
	Stats.§113.767(2)(a)	all, including the parent. The statement must address both	of student-level noncompliance.
	Indicator 3	academic achievement and functional performance.	of student-level honcompitance.
	Indicator 7	deddenne denne vennent and ranetronar performance.	
	1110100001	Academic achievement generally refers to a student's	Current Compliance:
		performance in academic content areas (e.g., reading, math,	LEA must take action to ensure
		science, history). Academic achievement generally refers to a	future compliance including
		student's performance in academic content areas such as	implementing a system of internal
		reading, math, science, and history. Academic achievement	controls. The department will
		statements may include information about a student's	verify current compliance on a
		performance compared to established grade level benchmarks or	new student record sample.
		performance measures or in relation to district or school rubrics,	
		screeners or progress monitoring tools used to track student	
		achievement.	
		Functional Performance includes:	
		 Activities and skills not considered academic or directly 	
		related to a student's academic achievement;	

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Item	Compliance Statement	Standards and Directions	Correction
IEP-4 cont'd		 routine activities of daily living; skills needed for independence and performance at school, in the home, in the community, for leisure time, and for post-secondary and life-long learning; motor skills, personal care, time and money, school/work habits, home/community orientation; and behavior and interpersonal relationships. 	
		Academic achievement and functional performance for early childhood (3-5) children aged 3 through 5 with IEPs may include information about positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs."	
		If, after conducting a review, the IEP team determines the student does not have deficits in functional performance, it is sufficient to document this in the student's IEP.	
IEP-5	The IEP includes how the student's disability affects his or her involvement and progress in the general curriculum or for an early childhood (3-5) student in age-appropriate activities.	Review the <i>Individualized Education Program: Present Level of Academic Achievement and Functional Performance</i> (I-4) to see whether it includes a description of the impact of the student's disability on his or her progress and involvement in the general curriculum.	Student-level Noncompliance: Conduct a new IEP team meeting to revise the IEP to include how the student's disability affects the student's involvement and progress in the general
	34 CFR §300.320(a)(1)(i) Wis. Stats. §115.787(2)(a)	The present level of educational performance must include how the student's disability affects his or her involvement and progress in the general curriculum. General curriculum is the same curriculum as for nondisabled students. It is the common	curriculum.* The department will verify correction of student-level noncompliance.
	Indicator 3	core of subjects and curriculum areas adopted by each LEA, or schools within the LEA, that applies to all students within each	Current Compliance:

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Item	Compliance Statement	Standards and Directions	Correction
IEP-5		general age grouping from early childhood (3-5) through	LEA must take action to ensure
cont'd		secondary school.	future compliance including
			implementing a system of internal
		For an early childhood (3-5) student, the present level must	controls. The department will
		address <u>how</u> the student's disability affects his or her	verify current compliance on a
		participation in age-appropriate activities. "Appropriate	new student record sample.
		activities" means activities that students of that chronological	
		age typically engage in as part of a formal early childhood (3-5)	
		program or in informal activities, for example coloring, pre-	
		reading activities, play time, sharing time, listening to stories	
		read by teachers or parents.	
		A statement that just acknowledges that a student's disability	
		impacts his/her performance is not sufficient. Look for	
		statements that tell how the student's progress is impacted by the	
		disability.	
IEP-6	The IEP teams must, in the case	Locate Individualized Education Program: Present Level of	Student-level Noncompliance:
	of a student whose behavior	Academic Achievement and Functional Performance (form I-4).	Conduct a new IEP team meeting
	impedes his or her learning, or	Look under "Special Factors." If "no" is checked, enter "NA"	to consider the use of positive
	that of others, consider the use	(not applicable). If "yes" is checked or neither box is checked on	behavioral interventions and
	of positive behavioral	I-4 under "Special Factors" locate <i>Individualized Education</i>	supports and other strategies to
	interventions and supports and	Program: Special Factors (form I-5). If neither box is checked	address behavior.* The
	other strategies to address that	on I-4, and there is no form I-5, the IEP does not meet the	department will verify correction
	behavior.	standard and the requirement is not met. If there is an I-5, look	of student-level noncompliance.
	24 CED \$200 224()(2)(') W'	at section A. If "no" is checked in section A, enter "NA" (not	
	34 CFR §300.324(a)(2)(i) Wis.	applicable). If "yes" is checked in section A, determine whether	
	Stats. §115.787(3)(b)1	the IEP includes positive behavioral interventions, strategies,	Current Compliance:
	Indicator 4	and supports to address the behavior impeding learning.	LEA must take action to ensure
	mulcator 4	An IED that includes only negative measures, such as seelusion	future compliance including
		An IEP that includes only negative measures, such as seclusion or restraint, suspension, or detention does not meet the standard.	implementing a system of internal controls. The department will
		or restraint, suspension, or detention does <u>not</u> meet the standard.	condois. The department will

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Item	Compliance Statement	Standards and Directions	Correction
IEP-6	For more information see the		verify current compliance on a
cont'd	department's bulletin on		new student record sample.
	Addressing the Behavioral		
	Needs of Students with		
	Disabilities at		
	http://dpi.wi.gov/sped/bulindex.		
	<u>html</u> .		
IEP-7	The student's IEP includes a	Review the <i>Individualized Education Program:</i> Annual Goal	Student-level Noncompliance:
	statement of measurable annual	pages (Form I-6). All of the IEP annual goals must be	Conduct an IEP team meeting to
	goals for the student.	measurable and include a level of attainment. The annual goal	revise the IEP to include a
		must address disability-related needs of the student. Goals such	statement of measurable annual
	34 CFR §300.320(a)(2) Wis.	as "pass all classes" or "take classes to meet graduation	goals for the student, including
	Stats. §115.787(2)(b)	requirements" apply to all students. They do not meet the	academic and functional goals.*
		standard, because they do not address a student's specific	The department will verify
	Indicator 3	disability-related needs.	correction of student-level
			noncompliance.
		If a student is taking alternate assessments aligned to alternate	
		achievement standards during the year the IEP is in effect, the	
		IEP must include benchmarks or short-term objectives for all	Current Compliance:
		IEP annual goals. Benchmarks describe the amount of progress	LEA must take action to ensure
		the student is expected to make within specific segments of the	future compliance including
		year. Short-term objectives break the skills described in the	implementing a system of internal
		annual goal into discrete measurable intermediate steps. There is	controls. The department will
		no requirement to develop a goal for each alternate achievement	verify current compliance on a
		standard.	new student record sample.
		Review the Individualized Education Program: Annual Goal	
		pages (form I-6). Look at form I-7, Individualized <i>Education</i>	
		Program: Participation in Statewide Assessments, to determine	
		whether the student takes an alternate assessment aligned to	
		alternate achievement standards. If a student is taking an	

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Item	Compliance Statement	Standards and Directions	Correction
IEP-7 cont'd		alternate assessment, the requirement is met if there are benchmarks or short-term objectives for all annual goals.	
IEP-8	The IEP includes a statement of	Sometimes the IEP team will develop benchmarks or short-term objectives even though the student will not participate in an alternate assessment. If there are benchmarks or short-term objectives associated with an annual goal, consider the annual goal to be measurable if a majority of the benchmarks or short-term objectives are measurable and include a level of attainment. Review the <i>Individualized Education Program: Annual Goal</i>	Student-level Noncompliance:
	how the student's progress toward achieving the annual goals will be measured. 34 CFR §300.320(a)(3)(i) Wis. Stats. §115.787(2)(h) Indicator 3	pages (form I-6). For each of the annual goals, the IEP must identify how the student's progress is to be measured. Such methods may include keeping a log, work samples, classroom exams, attendance records, or point sheets.	Conduct a new IEP team meeting to revise the IEP to include a statement of how the student's progress toward achieving the annual goals will be measured.* The department will verify correction of student-level noncompliance.
			Current Compliance: LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.
IEP-9	The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular	Each student must be educated to the maximum extent appropriate with non-disabled peers in regular education (or for early childhood (3-5) students, in age-appropriate settings).	Student-level Noncompliance: Conduct a new IEP team meeting to revise the IEP to describe the extent, if any, to which the

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Item	Compliance Statement	Standards and Directions	Correction
IEP-9	education environment.	This requirement addresses where the student will be taught, not	student will not participate with
cont'd		what he will be taught. Removal from the regular education	non-disabled students in the
	34 CFR §300.320(a)(5) Wis.	environment must only occur when the student cannot be	regular education environment.*
	Stats. §115.787(2)(d)	satisfactorily educated in that environment with the use of	The department will verify
		supplementary aids and services.	correction of student-level
	Indicator 5		noncompliance.
		The IEP team must decide whether the student will be full-time	
		in the regular education environment. If not, the team must	
		determine the extent of the removal and document it in the IEP.	Current Compliance:
			LEA must take action to ensure
		Look at the Individualized Education Program: Program	future compliance including
		Summary, form I-9, section V, "Participation in Regular	implementing a system of internal
		Education Classes":	controls. The department will
		 If the IEP indicates the student will participate full-time with non- disabled students in regular education environments (or for early childhood (3-5) students, in age-appropriate settings), no further explanation is required. If the IEP indicates the student will not participate full-time in the regular education environment, there must be an explanation of the extent the student will not participate. 	verify current compliance on a new student record sample.
		The description of the extent, if any, to which the student will not participate with non- disabled students in the regular education environment must be consistent with the statement of special education, related services, and supplementary aids and services in the IEP, including the anticipated frequency, amount, and location.	
		Sometimes the extent of removal is unclear because one or more	

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Item	Compliance Statement	Standards and Directions	Correction
IEP-9		services are provided in more than one location, e.g., "speech	
cont'd		therapy 90 minutes per week in the regular classroom and the	
		resource room." If the extent of removal is unclear, the	
		requirement is not met.	
IEP-10	The statement of special education in the IEP includes anticipated frequency including the amount. 34 CFR \$300.320(a)(4)&(7) Wis. Stats. \$115.787(2)(c)&(f) Indicator 3	Look for documentation on the <i>Individualized Education Program: Program Summary</i> , (form I-9), section I. The services must be stated in the IEP so the level of the LEA's commitment of resources is clear to the parents and other IEP team members. The amount of time to be committed to each of the various services must be appropriate to the specific service and stated in a manner that can be understood by all involved in developing and implementing the IEP. The special education is generally stated with an amount of time and a frequency. "20 minutes three times per week", "40 minutes per week" or "1 hour daily" are acceptable statements. The amount of time may be stated as a narrow range, but only if the student's IEP team determines stating the amount of services as a narrow range is necessary to meet the unique needs of the student. A narrow range may not be used for administrative convenience, such as personnel shortages or uncertainty regarding the availability of staff. The range also cannot be	Student-level Noncompliance: Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of special education.* The department will verify correction of student-level noncompliance. Current Compliance: LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.
		unreasonably wide (generally not more than 15 minutes), because this does not provide a clear commitment of resources. For example, an acceptable description might be "three times per week for 30-45 minutes per session, depending on the student's ability to attend to the instruction."	
		Stating the amount of service as a minimum and/or a maximum is not acceptable because it is not a clear commitment of resources, e.g., "a minimum of 15 minutes three times per	

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Item	Compliance Statement	Standards and Directions	Correction
IEP-10	_	week."	
cont'd			
		If it is not appropriate to state the amount of a service in hours or	
		minutes, then the IEP may describe the circumstances under	
		which the service is needed. Statements such as "as needed," "as	
	For more information and	deemed necessary," "when appropriate," or "available daily" do	
	examples, see DPI Information	not make clear the LEA's level of commitment of resources.	
	Update Bulletin, No. 10.07 at	Specific objective criteria should be used to describe when a	
	http://dpi.wi.gov/sped/bul10-	particular service will be provided. This makes it clear when the	
	<u>07.html</u> .	service must be provided.	
IEP-11	The statement of related	The IEP team must identify related services, if any are required,	Student-level Noncompliance:
	services, if any, includes	to assist the child to benefit from special education.	Conduct a new IEP team meeting
	anticipated frequency including		to revise the IEP to include
	the amount.	If the "no" box is checked, skip this item and enter "NA" (not	anticipated frequency, including
		applicable).	the amount, of related services.*
	34 CFR §300.320(a)(4)&(7)		The department will verify
	Wis. Stats. §115.787(2)(c)&(f)	If the "yes" box is checked, the related services should be listed	correction of student-level
		along with a statement of their amount and frequency. The	noncompliance.
	Indicator 3	services must be stated in the IEP so the level of the LEA's	
		commitment of resources is clear to the parents, other IEP team	
		members, and staff who implement the IEP. The statement must	Current Compliance:
		be appropriate to the specific service and stated in a manner that	LEA must take action to ensure
		can be understood by all involved in developing and	future compliance including
		implementing the IEP. Acceptable statements of amount and	implementing a system of internal
		frequency could include "Physical Therapy, 25 minutes, 2 times	controls. The department will
		per week.	verify current compliance on a
		Chating the amount of service as a minimum and/a	new student record sample.
		Stating the amount of service as a minimum and/or maximum is	
		not a clear commitment of resources, e.g., "a minimum of 20	
		minutes per week," because this does not provide a clear	
		commitment of resources.	

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Item	Compliance Statement	Standards and Directions	Correction
IEP-11	_		
cont'd		If the related services are to be provided under certain	
		circumstances, the IEP needs to clearly specify the	
		circumstances. Statements such as, "as needed", or "upon	
		request" do not make clear the LEA's level of commitment of	
		resources.	
		The amount of time may be stated as a narrow range, but only if	
		the student's IEP team determines stating the amount as a	
		narrow range is necessary to meet the unique needs of the	
	For more information and	student. A narrow range may not be used for administrative	
	examples, see DPI Information	convenience, such as personnel shortages or uncertainty	
	Update Bulletin, No. 10.07 at	regarding the availability of staff. The range also cannot be	
	http://dpi.wi.gov/sped/bul10-	unreasonably wide (generally not more than 15 minutes),	
	<u>07.html</u> .	because this does not provide a clear commitment of resources.	
IEP-12	The student's placement is	The IEP team determines the special education placement for the	Student-level Noncompliance:
	determined at least annually.	student. The student's IEP team must meet at least annually to	If the IEP team has not
		determine placement.	determined placement within the
	34 CFR §300.116(b)(1) Wis.		last twelve months, then the IEP
	Stats. §115.79(1)(b)	Mark "NA" (not applicable) if the record being reviewed was an	team must meet to determine
		initial IEP placement and go on to the next item.	placement. The department will
	Indicator 5		verify correction of student-level
		For all other IEP records, locate the date of the IEP team	noncompliance.
		meeting to determine the current placement on the	
		Determination and Notice of Placement (P-2). Next, locate the	
		date of the IEP team meeting to determine the previous	Current Compliance:
		placement on the Determination and Notice of Placement:	LEA must take action to ensure
		Consent for Initial Placement (P-1) or the Determination and	future compliance including
		Notice of Placement (P-2). Compare the dates on the notices to	implementing a system of internal
		verify no more than 12 months elapsed between the date of the	controls. The department will
		IEP team meeting to determine the current placement, and the	verify current compliance on a

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Item	Compliance Statement	Standards and Directions	Correction
IEP-12		date of the IEP team meeting to determine the previous	new student record sample.
cont'd		placement.	
		A common error occurs when the LEA calculates the annual meeting requirement based on either the dates placement notices were sent or the dates the placement was implemented, rather than the dates of the IEP team meetings to determine placement. No more than 12 months may elapse between IEP team	
IEP-13	Following the development or revision of the individualized education program and prior to its implementation, the	placement meetings. Annually, an IEP team must meet to review the IEP. Parents must receive written notice, including a copy of their student's IEP, a reasonable time prior to its implementation. A draft IEP does not meet this requirement.	Student-level Noncompliance: If no notice was provided, then send a notice.
	student's parent(s) were provided a notice of placement. 34 CFR §300.503(a) Wis. Stats. §§ 115.787(3)(e), 115.787(4)(c), and 115.792(1)(b) Indicator 8	Locate the <i>Determination and Notice of Placement: Consent for Initial Placement</i> (form P-1) or the <i>Determination and Notice of Placement</i> (form P-2). Look for the date the parents were provided with the notice and whether a box indicating they were provided a copy of the IEP is checked. To determine whether notice was provided timely, compare this date with the beginning date of IEP services at the top of the <i>Individualized Education Program: Program Summary</i> , (form I-9), and	If the notice was provided, but not before implementation of the IEP, no student-level corrective action is required. There must be evidence the parent received notice. The department will verify correction of student-level noncompliance.
		 If the LEA mails notices and IEP to parents, consider the amount of time mail takes to go through the LEAs processing and mailing system. If the LEA gives parents the placement notice and a copy of the IEP at the IEP team meeting, check the <i>Evaluation Report and IEP Cover Sheet</i> (form I-3) to see if the parents attended the meeting where the student's placement was determined A draft IEP does 	Current Compliance: LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.

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Item	Compliance Statement	Standards and Directions	Correction
IEP-13		not meet this requirement. Check the date of this IEP	
cont'd		team meeting. Compare the IEP team meeting date with	
		the date parents received the placement notice. If the	
		parents attended the IEP team meeting, and the date the	
		parents received the placement notice and the date of	
		the IEP team meeting are the same, assume the parents	
		were given the notice at the meeting. Check the	
		beginning date of IEP services at the top of the	
		Individualized Education Program: Program Summary	
		(form I-9). If the beginning date of IEP services is on or	
		after the date of the meeting where the parents received	
		the placement notice, consider the requirement met.	
		If the IEP was revised after, ensure that following its revision the	
		parents were provided a notice. An IEP may be revised after the	
		annual meeting. This may be done without conducting an IEP	
		team meeting. If the IEP is revised without conducting a	
		meeting, parents must be provided a notice and a copy of the	
		revised IEP. Determine whether the IEP has been revised	
		without a meeting. Look for form I-10-A, Changes to IEP or	
		other evidence of an IEP revision. Then look for form I-10-B,	
		Notice of Changes To IEP Without an IEP Team Meeting to	
		determine whether a notice was provided to the parents with a	
		copy of the revised IEP. For the requirement to be met, proper	
		notice must be provided after the annual IEP review and,	
		following any subsequent IEP revisions.	

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Revised September 5, 2012

Discipline Sample

Discipline requirements may apply to different instances of removal for the same student. For example a student may be suspended for two days, constituting the 11th and 12th cumulative days of removal, and suspended again for three days, constituting the 13th, 14th, and 15th cumulative days of removal. Apply the standards and directions to each instance of removal to determine whether each discipline requirement has been met. Multiple instances of noncompliance for a particular item for a particular student are recorded as one "N". However each instance of noncompliance must be corrected according to the instructions.

Item	Compliance Statement	Standards and Directions	Correction
DISC-1	After the tenth cumulative day	After a student has been removed for a violation of a code of	Student-level Noncompliance:
	of removal in the same school	student conduct for more than 10 cumulative school days in the	The LEA must consider
	year, the student received	same school year, during subsequent disciplinary removals the	compensatory services by
	educational services during	LEA must provide the student educational services. Examine	holding an IEP team meeting or
	subsequent periods of removal.	evidence, such as teacher notes, attendance logs, or teacher time	with the agreement of the
		records to determine whether the student was provided	student's parent either:
	34 CFR §300.530(d)(4)&(5)	educational services during each removal beyond the tenth	(1) Develop a written
		cumulative day of removal in the school year.	document to amend or
	Indicator 4		modify the student's
		Examples of disciplinary removals include, but are not limited to,	current IEP to reflect the
		expulsions, out-of-school suspensions, certain in-school	compensatory services
		suspensions, certain bus suspensions, and removals to interim	(see Form I-10) or;
		alternative educational settings for weapons or drug offences or	(2) Discuss with the
		for inflicting serious bodily harm, and <i>de facto</i> suspensions.	student's parent and
			document agreement that
		• Include in-school suspensions if: (1) the student's IEP	no compensatory services
		was not implemented; or (2) the student did not	are necessary (see
		participate with nondisabled peers to the extent required	Sample Letter).
		by the IEP; or (3) the student did not have the opportunity	
		to appropriately progress in the general curriculum.	The department will verify
		 Include a bus suspension if (1) the student was not 	correction of student-level
		provided transportation and (2) the student did not attend	noncompliance.
		school.	
		• Include a removal as a <i>de facto</i> suspension if the student	
		is removed from school or class for not following school	Current Compliance:

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Item	Compliance Statement	Standards and Directions	Correction
DISC-1		rules without following the procedures related to	LEA must take action to ensure
cont'd		suspension. LEAs should have procedures to accurately	future compliance including
		track and count <i>de facto</i> suspensions. A student is	implementing a system of
		considered removed during periods when: (1) the	internal controls. The department
		student's IEP was not implemented; or (2) the student did	will verify current compliance on
		not participate with nondisabled peers to the extent	a new student record sample.
	See WDPI Information Update	required by the IEP; or (3) the student did not have the	
	Bulletin 06.02 for additional	opportunity to appropriately progress in the general	
	information on discipline	curriculum. Partial day removals must be included when	
	requirements at	determining the number of days of removal for a student.	
	http://dpi.wi.gov/sped/bul06-	Partial day removals must be included when determining	
	<u>02.html</u> .	the number of days of removal for a student.	
DISC-2	Within 10 school days of any	Mark "NA" for this item if a change in placement, as defined	Student-level Noncompliance:
	decision to change the	below, did not occur.	The LEA must conduct a
	placement of a student with a		manifestation determination.
	disability because of a violation	A disciplinary change in educational placement for a student with	
	of school code, the LEA must	a disability occurs when a student is removed from his or her	Except where a student is
	conduct a manifestation	current educational placement for more than ten consecutive	disciplined for behavior
	determination.	school days because of a violation of school code.	involving weapons, drugs or
			serious bodily harm, if the
	34 CFR §300.530(e)	A change of placement also occurs if the student has been	behavior is determined to be a
		subjected to a series of removals that constitute a pattern because:	manifestation of the student's
	Indicator 4	• the series of removals total more than ten school days in a	disability, the IEP team must
		school year;	return the student to the
		 the student's behavior is substantially similar to the 	placement from which the
		student's behavior in previous incidents that resulted in	student was removed, unless the
		the series of removals; and	parent and the LEA agree to a
		 of such additional factors as the length of each removal, 	change of placement as part of
		the total amount of time the student has been removed,	the modification of the
		and the proximity of the removals to one another.	behavioral intervention plan.

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Item	Compliance Statement	Standards and Directions	Correction
DISC-2		Whether the behavior in the incidents that resulted in the series of	If the behavior is determined not
cont'd		removals is "substantially similar" should be decided on a case-	to be a manifestation of the
		by- case basis and include consideration of any relevant	student's disability, the LEA may
		information regarding the student's behaviors, including, where	remove the student to the same
		appropriate, any information in the student's IEP.	extent it would remove a student
			who does not have a disability.
		Within 10 school days of any decision to change the placement of	
		a student with a disability because of a violation of school code,	If the behavior is a manifestation
		the LEA, the parent, and relevant members of the student's IEP	of the student's disability and the
		team must conduct a manifestation determination.	student already has a behavioral
			intervention plan, the IEP team
		Examine the student's Manifestation Determination Review	must meet to review the plan and
		(Form 1-12). Determine whether the manifestation determination	its implementation. The IEP team
		was completed within ten school days of the date of the decision	must modify the plan and its
		to change the student's placement.	implementation, if necessary, to
			address the student's behavior. If
		The date of the decision would be, for example,	the student does not have a
		• the date the LEA decides to proceed with expulsion,	behavior intervention plan, the
		• the date the LEA decides to change the student's	IEP team must conduct a
		placement because of a violation of school code, or	functional behavioral assessment
		• the date the LEA determines the pattern of removals	and implement a behavioral
		constitute a change in placement.	intervention plan for the student.
			If the behavior is not a
			manifestation of the student's
			disability the student must
			l =
			receive, as appropriate, a functional behavioral assessment,
			and behavioral intervention
			services and modifications that
			are designed to address the
			are designed to address the

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Item	Compliance Statement	Standards and Directions	Correction
DISC-2			behavior violation so that it does
cont'd			not recur. The department will
			verify correction of student-level
			noncompliance.
			Current Compliance:
			LEA must take action to ensure
			future compliance including
			implementing a system of
			internal controls. The department
			will verify current compliance on a new student record sample.
DISC-3	If the LEA determines the	Mark "NA" for this item if a change in placement, as defined in	Student-level Noncompliance:
DISC-3	conduct was a manifestation of	item DISC- 2, did not occur.	If the student already has a
	the student's disability, the	nem bise 2, and not occur.	behavioral intervention plan, the
	LEA conducted a functional	Examine the student's <i>Manifestation Determination Review</i>	IEP team must meet to review
	behavioral assessment and	(Form 1-12). If the LEA determined the conduct was not a	the plan and its implementation.
	implemented a behavioral	manifestation of the student's disability, mark NA.	The IEP team must modify the
	intervention plan (BIP), or if a		plan and its implementation, if
	BIP had previously been	If the LEA determined the conduct was a manifestation of the	necessary, to address the
	developed, reviews and	student's disability, look for evidence that the LEA conducted a	student's behavior. If the student
	modifies the BIP as necessary.	functional behavioral assessment (FBA) and developed and	does not have a behavior
		implemented a behavioral intervention plan (BIP). If there is an	intervention plan, the IEP team
	34 CFR §300.530(f)	existing BIP, the IEP team must review and modify the plan, if	must conduct a functional
		necessary, to address the student's behavior.	behavioral assessment and
	Indicator 4		implement a behavioral
			intervention plan for the student.
	For information on conducting		
	FBAs and developing BIPs, see		Current Compliance:
	the department's bulletin 07.01		LEA must take action to ensure
	the department 8 bulletin 07.01	1	LLI I must take action to ensure

^{*}In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.

^{**}Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.

Item	Compliance Statement	Standards and Directions	Correction
DISC-3	on "Addressing the Behavioral		future compliance including
cont'd	Needs of Students with		implementing a system of
	Disabilities" at		internal controls. The department
	http://dpi.wi.gov/sped/bul07-		will verify current compliance on
	<u>01.html</u> .		a new student record sample.
DISC-4	On the date on which the	A copy of the procedural safeguards notice must be given to	Student-level Noncompliance:
	decision is made to make a	parents only one time a school year, except that a copy must also	If not already provided, the LEA
	removal that constitutes a	be given to the parents:	must notify the parents of the
	change of placement of a	 upon initial referral or parent request for evaluation, 	decision to make a removal that
	student with a disability because	 upon receipt of the first state IDEA complaint, 	constitutes a disciplinary change
	of a violation of school code,	• upon receipt of the first due process complaint,	of placement. If not already
	the LEA notified the parent and	on the date the LEA decides to make a disciplinary	provided, the LEA must also
	provided the parents a copy of	removal that constitutes a change of placement.	provide the parents a copy of the
	the procedural safeguards		procedural safeguards notice.
	notice.	Mark "NA" for this item if a change in placement, as defined in	Document that written notice
		item DISC- 2, did not occur.	was provided, including date and
	34 CFR §300.530(h)		method. The department will
		Look for evidence the student's parents were notified and	verify correction of student-level
	Indicator 4	provided a copy of the procedural safeguards notice on the date	noncompliance.
		the decision was made to change the student's placement for a	
		violation of school code. The LEA should have a method of	Current Compliance:
		documenting when the procedural safeguards notice was sent.	LEA must take action to ensure
			future compliance including
		The date of the decision would be, for example,	implementing a system of
		• the date the LEA decides to proceed with expulsion,	internal controls. The department
		• the date the LEA decides to change the student's	will verify current compliance on
	A copy of the department's	placement because of a violation of school code, or	a new student record sample.
	model procedural safeguard	• the date the LEA determines the pattern of removals	Develop a system to document
	notice may be found at	constitute a change in placement.	procedural safeguards notice was
	http://dpi.wi.gov/sped/pcrights.h		provided, including date and
	<u>tml</u>		method.

^{*}In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.

^{**}Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.

Revised September 5, 2012
No Sample Items

Item	Compliance Statement	Standards and Directions	Correction
	1	No Sample 1 and No Sample 2 apply to private schools	
NO	After consulting with	A private school is an institution with a private educational	Student-level Noncompliance:
SAMPLE	representatives of private	program that meets all of the criteria under Wis. Stats. s.	Not Applicable
-1	schools, the LEA obtained a	118.165(1), or is determined to be a private school by the state	
	written affirmation signed by	superintendent under s. 118.167. A home-based private	
	private school	educational program is not a private school.	Current Compliance:
	representatives.**		The LEA must consult with
		During the design and development of special education and	representatives of private schools
	34 CFR §300.135	related services for parentally placed private school students with	and obtain a written affirmation
		disabilities, an LEA must engage in timely and meaningful	signed by private school
	Indicator: Other	consultation with representatives of private schools located in the	representatives. The department
		LEA and the parents of such students. After consulting, the LEA	will verify current compliance
		must obtain written affirmations signed by private school	with this requirement.
	The DPI has developed an	representatives who were consulted.	
	affirmation form for LEA use. It		
	may be accessed at	If representatives of private elementary and secondary schools	
	http://dpi.wi.gov/sped/doc/prisc	located in the LEA were consulted, and there is a signed	
	<u>haff.doc</u> .	affirmation from each private school representative who was	
		consulted, the requirement is met. If a representative did not	
		provide a signed affirmation within a reasonable amount of time	
		but the LEA forwarded documentation of the consultation process	
		to the DPI, the requirement is met. If there are no private schools	
		within the boundaries of the LEA, mark "NA."	
NO	Each parentally placed private	A parentally placed private school student with a disability is a	Student-level Noncompliance:
SAMPLE	school student with a disability	student with a disability enrolled by his or her parent in a private,	The LEA must conduct a
-2	who has been designated by the	including religious, schools.	meeting to develop a current
	LEA to receive services has a		services plan consistent with 34
	current services plan that	A private school is an institution with a private educational	CFR 300.138(b). The department
	describes the special education	program that meets all of the criteria under Wis. Stats. s.	will verify correction of student-
	and related services the LEA	118.165(1) or is determined to be a private school by the state	level noncompliance.

^{*}In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.

^{**}Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.

Item	Compliance Statement	Standards and Directions	Correction	
NO	will provide for the student.**	superintendent under s. 118.167. A home-based private		
SAMPLE	_	educational program is not a private school.		
-2 cont'd	34 CFR §300.138(b)		Current Compliance:	
	Indicator: Other	A services plan for a parentally placed private school student must, to the extent appropriate, be developed, reviewed, and revised consistent with 34 CFR §§ 300.321 through 300.324.	LEA must take action to ensure future compliance including implementing a system of internal controls. The department	
		Create a list of all parentally placed private school students with disabilities who have currently been designated by the LEA to receive services. Exclude students found eligible for a service plan after a district has already met the equitable services requirement.	will verify current compliance with this requirement.	
		The requirement is met if all students on the list have a services plan revised within the last 12 months. The requirement is not met if one or more students on the list have a services plan not revised within the last 12 months.		
No Sam	uple 3 applies to initial evaluation	s for <u>all</u> students for whom consent was received (including publ	ic. private. home school. etc.)	
NO	The LEA conducted an initial	An LEA must determine if a student is a child with a disability	Student-level Noncompliance:	
SAMPLE	evaluation within 60 days of	within 60 days after the LEA receives parental consent for	The LEA must complete the	
- 3	receiving parental consent for	administering tests or other evaluation materials as part of an IEP	evaluation if it has not been	
	the evaluation.	team evaluation. There are three exceptions to the 60-calendar day timeline:	finished.	
	34 CFR §300.301(c)(1)(i), 34 CFR §300.309(c), Wis. Stats. §115.78(3) Indicator 11	 The first involves a student who transfers from one LEA to another after the 60-day timeline has begun and prior to a determination of eligibility by the previous LEA. For the exception to apply, the LEA must have completed the evaluation within a specific time agreed to by the parent and LEA. The second exception is if the parent repeatedly fails or refuses to make the student available for the evaluation. 	The LEA must also consider compensatory services because of the delay in the evaluation by holding an IEP team meeting or with the agreement of the student's parent either: 1) Develop a written document to amend or	

^{*}In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.

^{**}Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.

Item	Compliance Statement	Standards and Directions	Correction
NO		This is determined on a case-by-case basis, and what	modify the student's
SAMPLE		constitutes "repeatedly failed" or "refuses to make the	current IEP to reflect the
-3 cont'd		student available" will vary depending on the specific	compensatory services
		circumstances in each case.	(complete Form I-10-A,
		 The third exception only applies to students being 	Form I-10-B and attach
		evaluated for a specific learning disability and the	copy of IEP) or;
		timeline is extended by mutual written agreement with the	2) Discuss with the
		parent.	student's parent and
			document agreement that
		Report data only for initial evaluations. Only include students for	no compensatory services
		whom consent was received from July 1, 2011, through June 30,	are necessary (see
		2012 . Report-	Sample Letter).
		A. The number of students for whom parental consent to	
		evaluate was received.	Student-level corrective action is
		B. The number of students in A. determined not eligible	not required if there was a delay
		whose evaluations and eligibility determinations were	in the evaluation and the student
		completed within 60 days . Include students for whom	was not found eligible for special
		one of the exceptions to the 60-day timeline applies.	education. The department will
		C. The number of students in A. determined eligible whose	verify correction of student-level
		evaluations and eligibility determinations were completed	noncompliance.
		within 60 days. Include students for whom one of the	
		exceptions to the 60-day timeline applies.	
		D. For students whose evaluations were completed beyond	Current Compliance:
		the 60-day timeline, and one of the exceptions did not	LEA must take action to ensure
		apply, the range of days (minimum/maximum) from	future compliance including
		consent to determination of eligibility. Report the actual	implementing a system of
	SLD FAQ	days. Do not subtract the 60-day timeline.	internal controls. The department will verify current compliance on
	http://www.dpi.wi.gov/sped/pdf	E. The reasons eligibility determinations were not completed	a new student record sample.
	/sld-faq-2011.pdf.	within 60 days. It is not necessary to report each case and	a new student record sample.
	/siu-ray-2011.pur.	a reason. List the reasons delays occurred.	

^{*}In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4) Changes to a student's placement must be made through an IEP team meeting.

^{**}Not required for independent 2r charter schools authorized under Wis. Stats., s118.40.

Appendix G: Directions for Self-Assessment Reporting



Wisconsin Department of Public Instruction Special Education Web Portal Main Menu

9991-DPI Test District #1

Help	LEA Data (Click on link below to see data)	Required Action	Required Ac Due Date		
?	Indicator 12: Part C to Part B Transition Improvement Plan	None	N/A		
?	Procedural Compliance Self-Assessment Report	Enter Data	11/16/2012		
?	PI-3204 Indicator 13 Assessment	None	N/A		
Help	Application				
?	IDEA Flow-through and Preschool Entitlement Budgets				
	IDEA Flow-through and Preschool Entitlement Budgets - Recovery Funds				
	Form: Reporting confirmed fraud to DPI as required by the State Sing	tle Audit Guidelines			
Help	Report				
?	Indicator 12 - District Wide Results by Student				
?	Indicator 12 - View List of Un-Reviewed Referrals				
?	Indicator 12 - View List of Incomplete Referrals				
?	Indicator 12 - View List of Complete Referrals				

Information on Data Collection

Cycle for Indicators 8 and 14 and the Procedural Compliance Self-Assessment Sources of Data

User Functions

Change Your Password

Change District

Maintain User Information / Reset Password

Exit Special Education Portal



Main Menu



ENTER Contact and Completion Information



ENTER Self-Assessment Results



ENTER Corrective Actions to Ensure Current Compliance



UPLOAD procedural compliance self-assessment recording forms



Submit to DPI



READ Final Report and Corrective Action Plan Summary



Assurances



Exit Application

Administrator Main Menu



Status Report



District Status History Report



No Sample-3 Status Report



Excel Report Download



Uploaded Recording Forms

Procedural Compliance Workgroup:

Janice Duff, School Administration Consultant, 414-227-1845 or janice.duff@dpi.wi.gov Teresa Goodier, School Administration Consultant, 608-267-2947 or teresa.goodier@dpi.wi.gov Allison Markoski, School Administration Consultant, 608-266-3126 or allison.markoski@dpi.wi.gov Marge Resan, School Administration Consultant, 608-267-9158 or marge.resan@dpi.wi.gov Paul Sherman, School Administration Consultant, 608-267-3747 or paul.sherman@dpi.wi.gov Christina Spector, School Administration Consultant, 608-267-3747 or paula.volpiansky@dpi.wi.gov Patricia Williams, School Administration Consultant, 608-267-3720 or patricia.williams@dpi.wi.gov Patricia Williams, School Administration Consultant, 608-267-3720 or patricia.williams@dpi.wi.gov



Self-Assessment Report Contact and Completion Information



♥ Denotes R	equired Field		
Primary Conta	ıct		
Name:			C
Phone:) - ©	Ext:	
EMail:			0
Assessment Co	mpletion Infor	rmation	
Our ad hoc s	self-assessment	committee included parent(s). 🤤	
Parent(s)	involved in the	planning of the self-assessment.	
Parent(s) action.	involved in revie	ewing results and developing ager	ncy-wide corrective
Our public ag	gency completed	d the student records review per D	PI protocols.
Our public ag	gency DID NOT	complete the student records rev	iew per DPI protocols
(i.e., revised	l sample size, a	team did not review the records).	
Explanation:			

Self-Assessment Report



			No Sample
<u>Evaluations</u>	<u>IEPs</u>	<u>Discipline</u>	<u>Requirements</u>

Evaluations

Sampl	le Size:	Number of Student Records NOT in Compliance
EVAL-1	The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.	
	34 CFR §300.305(a), 300.321(a)(1) Wis. Stat. §115.782(2)(b)1	
EVAL-2	A review of existing evaluation data on the student to identify what additional data, if any, were needed to complete the evaluation or reevaluation included: a. not less than 1 regular education teacher of such student (if the student is, or may be, participating in the regular education environment); and	
EVAL-3	b. not less than 1 special education teacher of the student, or where appropriate, not less than 1 special education provider of such student; and	
EVAL-4	c. a local educational agency representative. 34 CFR §300.305(a), 300.321(a)(2-4) Wis. Stat. §115.782(2)(b)1	
EVAL-5	The student's parent attended the meeting to determine whether the student is or continues to be a child with a disability or participated by other means. 34 CFR §300.306, 300.501(b) Wis. Stat. §115.78(2)(a)	
EVAL-6	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed evaluations and information provided by the student's parents. 34 CFR §300.305.(a)(1) Wis Stat \$115.792(2)(b)1	
EVAL-7	Wis. Stat. §115.782(2)(b)1 At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions.** Wis. Stat. §115.782(2)(b)1	

^{**}Not required for independent 2r charter schools authorized under Wis. Stat. §118.40.

Self-Assessment Report



			No Sample
<u>Evaluations</u>	<u>IEPs</u>	<u>Discipline</u>	<u>Requirements</u>

IEPs

Samp	le Size:	Number of Student Records NOT in Compliance
IEP-1	The student's parent attended the meeting(s) to develop or review the student's IEP or participated by other means. 34 CFR §300.322 Wis. Stat. §115.78(2)(b)	
IEP-2	The student's parent attended the meeting to determine the student's placement or participated by other means. 34 CFR §300.327, 300.501(c) Wis. Stat. §115.78(2)(c)	
IEP-3	The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a LEA representative. 34 CFR §300.321(a)(4) Wis. Stat. §115.78(1m)(d)	
IEP-4	The IEP contains a statement of the student's present levels of academic achievement and functional performance. 34 CFR §300.320(a)(1) Wis. Stat. §115.787(2)(a)	
IEP-5	The IEP includes how the student's disability affects his or her involvement and progress in the general curriculum or for an early childhood (3-5) student in age-appropriate activities. 34 CFR §300.320(a)(1)(i) Wis. Stat. §115.787(2)(a)	
IEP-6	The IEP teams must, in the case of a student whose behavior impedes his or her learning, or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior. 34 CFR §300.324(a)(2)(i) Wis. Stat. §115.787(3)(b)1	
IEP-7	The student's IEP includes a statement of measurable annual goals for the student. 34 CFR §300.320(a)(2) Wis. Stat. §115.787(2)(b)	

IEP-8	The IEP includes a statement of how the student's progress toward achieving the annual goals will be measured.	
	34 CFR §300.320(a)(3)(i)	
	Wis. Stat. §115.787(2)(h)	
IEP-9	The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.	
	34 CFR §300.320(a)(5)	
	Wis. Stat. §115.787(2)(d)	
IEP-10	The statement of special education in the IEP includes anticipated frequency including the amount.	
	34 CFR §300.320(a)(4)&(7)	
	Wis. Stat. §115.787(2)(c)&(f)	
IEP-11	The statement of related services, if any, includes anticipated frequency including the amount.	
	34 CFR §300.320(a)(4)&(7)	
	Wis. Stat. §115.787(2)(c)&(f)	
IEP-12	The student's placement is determined at least annually.	
	34 CFR §300.116(b)(1) Wig Stat \$115 70(1)(b)	
IEP-13	Wis. Stat. §115.79(1)(b) Following the development or revision of the individualized	-
IEP-13	education program and prior to its implementation, the student's parent(s) were provided a notice of placement.	
	34 CFR §300.503(a)	
	Wis. Stat. §§115.787(3)(e), 115.787(4)(c) and 115.792(1)(b)	

Self-Assessment Report



			No Sample
<u>Evaluations</u>	<u>IEPs</u>	<u>Discipline</u>	Requirements

Discipline

Sampl	e Size:	Number of Student Records NOT in Compliance
DISC-1	After the tenth cumulative day of removal in the same school year, the student received educational services during subsequent periods of removal.	
	34 CFR §300.530(d)(4)&(5)	
DISC-2	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of school code, the LEA must conduct a manifestation determination.	
	34 CFR §300.530(e)	
DISC-3	If the LEA determines the conduct was a manifestation of the student's disability, the LEA conducted a functional behavioral assessment and implemented a behavioral intervention plan (BIP), or if a BIP had previously been developed, reviews and modifies the BIP as necessary.	
	34 CFR §300.530(f)	
DISC-4	On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of school code, the LEA notified the parent and provided the parents a copy of the procedural safeguards notice.	
	34 CFR §300.530(h)	

Self-Assessment Report



			No Sample
Evaluations	<u>IEPs</u>	<u>Discipline</u>	Requirements

No Sample Requirements

NO SAMPLE-1	After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.** 34 CFR §300.135	OYes	○ No	○N/A
NO SAMPLE-2	Each parentally placed private school student with a disability who has been designated by the LEA to receive services has a current services plan that describes the special education and related services the LEA will provide for the student.** 34 CFR §300.138(b)	○Yes	○No	○N/A

I -	_	plies to initial evaluations for all students for whom consent was re	eceived	
(including pu	bli	c, private, homeschool, etc.)		
NO SAMPLE-3		ne LEA conducted an initial evaluation within 60 days of receiving parental dealuation.	consent fo	or the
	34	CFR §300.301(c)(1)(i)		
	W	is. Stat. §115.78(3)		
	Α.	The number of students for whom parental consent to evaluate was received.		
	В.	The number of students in A. determined not eligible whose evaluations and eligibility determinations were completed within 60 days . Include students for whom one of the exceptions to the 60-day timeline applies.		
	C.	The number of students in A. determined eligible whose evaluations and eligibility determinations were completed within 60 days . Include students for whom one of the exceptions to the 60-day timeline applies.		
	D.	For students whose evaluations were completed beyond the 60-day timeline, and one of the exceptions did not apply, the range of days (minimum/maximum) from consent to determination of eligibility. Report the actual days. Do not subtract the 60-day timeline.	(Min)	
	E.	The reasons eligibility determinations were not completed within 60 days. necessary to report each case and a reason. List the reasons delays occur Staff unavailable Parent unavailable Evaluation data from other agency or from parent unavailable Other Specify:		

^{**}Not required for independent 2r charter schools authorized under Wis. Stat. §118.40.

Corrective Actions to Ensure Current Compliance



			No Sample
<u>Evaluations</u>	<u>IEPs</u>	<u>Discipline</u>	<u>Requirements</u>

Evaluations

You must select at least one Corrective Action for EACH Compliance Statement. Select all that apply.

For each Corrective Action Section: To select more than one Correction Action or to deselect a Correction Action, HOLD down the Ctrl key while clicking on each item.

Public agencies must identify all student-level noncompliance and correct as soon as possible and demonstrate current compliance not later than one year after notification of findings.

Select the Corrective Action(s) you wish to use Select all that apply

Compliance Statement	useSelect all that apply.
EVAL-1 The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data. 34 CFR §300.305 (a), 300.321(a)(1) Wis. Stat. §115.782(2)(b)1	Use peer mentors to train staff (including regular education staff, as appropriate) Staff will attend workshops (including regular education staff, as appropriate) Send memorandum to staff (including regular education staff, as appropriate) Revise written special education procedures Revise staff handbook Revise IEP form(s) Review procedures at department meeting(s) Meet with individual staff members (including regular education staff, as appropriate) Administrator observes IEP meeting(s) Conduct in-service with staff (including regular education staff, as appropriate) Arrange staff training by non-district personnel (including regular education staff, as appropriate) Other (specify)
	Other Specify
EVAL-5. The student's parent attended the meeting to determine whether the student is or continues to be a child with a disability or participated by other means.	Use peer mentors to train staff (including regular education staff, as appropriate) Staff will attend workshops (including regular education staff, as appropriate) Send memorandum to staff (including regular education staff, as appropriate) Revise written special education procedures Revise staff handbook Revise IEP form(s) Review procedures at department meeting(s) Meet with individual staff members (including regular education staff, as appropriate) Administrator observes IEP meeting(s) Conduct in-service with staff (including regular education staff, as appropriate) Arrange staff training by non-district personnel (including regular education staff, as appropriate) Other (specify)
34 CFR §300.306, 300.501(b)	
Wis. Stat. §115.78(2)(a)	Other Specify

Please save your Evaluations Information!





Upload Procedural Compliance Self-Assessment Recording Forms

-	
	MAIN
	MENU

Upload completed excel spreadsheets (Blank spreadsheets car	n be found	
HERE, scroll down to Appendix E)		
File		
Type:		
Find File: Upload	Browse	
Select the File Type, click Browse to locate the file, and click the Upload button to upload the document.		
You must delete a form before you can upload a modified version.		
File Type	View Delete	



Self-Assessment Report



Submit And Lock Self-Assessment

- Primary Contact information has not been completed for the current year.
- District Level Corrective Action to Ensure
 Current Compliance Evaluations section has not been completed.
- lEPs section has not been completed.
- Discipline section has not been completed.
- No Sample Requirements section has not been completed.

Self-Assessment Report



Submit And Lock Self-Assessment

All sections have been completed

You may now submit your Procedural Compliance Self-Assessment Report and Corrective Action Plan to DPI by

clicking **Submit**



Self-Assessment Report



Submit And Lock Self-Assessment

Your Procedural Compliance Self-Assessment Report and Corrective Action Plan has been submitted to DPI

To print a copy of your *Procedural Compliance Self- Assessment Report and Corrective Action Plan*, return to the main menu. Click on 'READ Final Report and Corrective Action Plan Summary' and print.

Procedural Compliance Self-Assessment Report and Corrective Action Plan 9991-DPI Test District #1 Locked Date: 09/24/2012



Note: For student-level corrective action you may review a student's **CURRENT** IEP. If IEP and related documentation correct non-compliance then no additional action is required.

Primary Contact:

Name: Test District Phone: (608) 608 - 1111 Ext:

E-mail: test@dpi.wi.gov

Assessment Completion Information:

- Our ad hoc self-assessment committee included a parent.
 - Parent(s) involved in the planning of the self-assessment.
 - Parent(s) involved in reviewing results and developing agency-wide corrective action.
- Our public agency completed the student records review per DPI protocols.

Notes:

- * In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.324(a)(4)
- ** Not required for independent 2r charter schools authorized under Wis. Stat. §118.40.

Evaluations:		
Sample Size:	5	Records NOT in Compliance
EVAL-1	The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.	1
	34 CFR §300.305(a), 300.321(a)(1) Wis. Stat. §115.782(2)(b)1	
	Student-Specific Corrective Action Required: If the parent was not afforded an opportunity to participate in the redata, review evaluation data with the parent and determine whether evaluation data were needed at the time of the evaluation. If additional needed, decide whether a reevaluation is warranted at this time. Do the discussion with the parent and the decision reached. If the parent was afforded an opportunity to participate in the review but the review occurred before the parent was notified in writing of evaluation, no student-level corrective action is required. There must be parent's participation. The department will verify correction of sononcompliance.	er additional fonal data were ocument the results ew of existing data, the start of the list be evidence of
	Action to ensure current compliance:	
	 Review procedures at department meeting(s) 	

	LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.	
EVAL-2	A review of existing evaluation data on the student to identify what additional data, if any, were needed to complete the evaluation or reevaluation included: a. not less than 1 regular education teacher of such student (if the student is, or may be, participating in the regular education environment); and	0
	Student-Specific Corrective Action Required:	
None Required		
	Action to ensure current compliance:	
	None Required	
EVAL-3	 b. not less than 1 special education teacher of the student, or where appropriate, not less than 1 special education provider of such student; and 	0
	Student-Specific Corrective Action Required:	
	None Required	
	Action to ensure current compliance:	
	None Required	
EVAL-4	c. a local educational agency representative.	0
	34 CFR §300.305(a), 300.321(a)(2-4)	
	Wis. Stat. §115.782(2)(b)1 Student-Specific Corrective Action Required:	
	cradem opeoms corrective near nequired.	
	None Required	
	Action to ensure current compliance:	
	None Required	
EVAL-5	The student's parent attended the meeting to determine whether the student is or continues to be a child with a disability or participated by other means.	1
	34 CFR §300.306, 300.501(b) Wis. Stat. §115.78(2)(a)	
	Student-Specific Corrective Action Required: Offer parents the opportunity to conduct a new IEP team meeting twhether the student is or continues to be a child with a disability. If of the discussion with the parent and the decision reached. The decorrection of student-level noncompliance.	Document the results
	Action to ensure current compliance:	

	Revise written special education procedures		
	LEA must take action to ensure future compliance including implementing a system of internal controls. The department will verify current compliance on a new student record sample.		
EVAL-6	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed evaluations and information provided by the student's parents. 34 CFR §300.305.(a)(1) Wis. Stat. §115.782(2)(b)1	0	
	Student-Specific Corrective Action Required:		
	None Required		
	Action to ensure current compliance:		
	None Required		
EVAL-7	At the IEP team meeting to determine whether the student is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions.**	0	
	Wis. Stat. §115.782(2)(b)1		
	Student-Specific Corrective Action Required:		
	None Required		
	Action to ensure current compliance:		
	None Required		

IEPs:		
Sample Size:	23	Records NOT in Compliance
IEP-1	The student's parent attended the meeting(s) to develop or review the student's IEP or participated by other means. 34 CFR §300.322	1
	Wis. Stat. §115.78(2)(b)	
	Student-Specific Corrective Action Required: Offer parents the opportunity to conduct a new IEP team meeting to the student's IEP. Document the results of the discussion with the p decision reached. The department will verify correction of student-leading student-leadi	arent and the
Action to ensure current compliance:		
	Send memorandum to staff (including regular education staff,	as appropriate)

	LEA must take action to ensure future compliance including implement internal controls. The department will verify current compliance on a	
	record sample.	
IEP-2	The student's parent attended the meeting to determine the student's placement or participated by other means.	0
	34 CFR §300.327, 300.501(c)	
	Wis. Stat. §115.78(2)(c)	
	Student-Specific Corrective Action Required:	
	None Required	
	Action to ensure current compliance:	
	None Required	
IEP-3	The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a LEA representative.	0
	34 CFR §300.321(a)(4)	
	Wis. Stat. §115.78(1m)(d)	
	Student-Specific Corrective Action Required:	
	None Required	
	Action to ensure current compliance:	
	None Required	
IEP-4	The IEP contains a statement of the student's present levels of academic achievement and functional performance.	0
	34 CFR §300.320(a)(1) Wis. Stat. §115.787(2)(a)	
	Student-Specific Corrective Action Required:	
	None Required	
	Action to ensure current compliance:	
	None Required	
IEP-5	The IEP includes how the student's disability affects his or her involvement and progress in the general curriculum or for an early childhood (3-5) student in age-appropriate activities.	0
	24 CED \$200 220(a)(1)(i)	
	34 CFR §300.320(a)(1)(i) Wis. Stat. §115.787(2)(a)	
	Student-Specific Corrective Action Required:	<u> </u>
	None Required	
	·	
	Action to ensure current compliance:	
	None Required	

IEP-6	The IEP teams must, in the case of a student whose behavior impedes his or her learning, or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior. 34 CFR §300.324(a)(2)(i) Wis. Stat. §115.787(3)(b)1	0
	Student-Specific Corrective Action Required:	
	Stadent-Specific Corrective Action Regulied.	
	None Required	
	Action to ensure current compliance:	
	None Required	
IEP-7	The student's IEP includes a statement of measurable annual goals for the student.	0
	34 CFR §300.320(a)(2) Wis. Stat. §115.787(2)(b)	
	Student-Specific Corrective Action Required:	
	None Required	
	Action to ensure current compliance:	
	None Required	
IEP-8	The IEP includes a statement of how the student's progress toward achieving the annual goals will be measured.	0
	34 CFR §300.320(a)(3)(i) Wis. Stat. §115.787(2)(h)	
	Student-Specific Corrective Action Required:	
	. None Dequired	
	None Required Action to ansure current compliance:	
	Action to ensure current compliance:	
	None Required	
IEP-9	The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.	0
	34 CFR §300.320(a)(5) Wis. Stat. §115.787(2)(d)	
	Student-Specific Corrective Action Required:	
	Stadent-Specific Corrective Action Required.	
	None Required	
	Action to ensure current compliance:	
	None Required	
IEP-10	The statement of special education in the IEP includes anticipated	0

	frequency including the amount.	
	34 CFR §300.320(a)(4)&(7) Wis. Stat. §115.787(2)(c)&(f)	
	Student-Specific Corrective Action Required:	
	None Required	
	Action to ensure current compliance:	
	None Required	
IEP-11	The statement of related services, if any, includes anticipated frequency including the amount.	0
	34 CFR §300.320(a)(4)&(7)	
	Wis. Stat. §115.787(2)(c)&(f)	
	Student-Specific Corrective Action Required:	
	None Required	
	Action to ensure current compliance:	
	None Required	
IEP-12	The student's placement is determined at least annually.	0
	34 CFR §300.116(b)(1)	
	Wis. Stat. §115.79(1)(b)	
	Student-Specific Corrective Action Required:	
	None Required	
	Action to ensure current compliance:	
	None Required	
IEP-13	Following the development or revision of the individualized education program and prior to its implementation, the student's parent(s) were provided a notice of placement.	0
	34 CFR §300.503(a)	
	Wis. Stat. §§115.787(3)(e), 115.787(4)(c) and 115.792(1)(b)	
	Student-Specific Corrective Action Required:	
	None Required	
	Action to ensure current compliance:	
	None Required	
	Student-Specific Corrective Action Required:	
	Action to ensure current compliance:	
	None Required	
L		

ample Size:	1	Records NOT in Compliance
DISC-1	After the tenth cumulative day of removal in the same school year, the student received educational services during subsequent periods of removal.	0
	34 CFR §300.530(d)(4)&(5)	
	Student-Specific Corrective Action Required:	
	- Nano Poquirod	
	None Required Action to one ure current compliance:	
	Action to ensure current compliance:	
	None Required	
DISC-2	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of school code, the LEA must conduct a manifestation determination.	0
	34 CFR §300.530(e)	
	Student-Specific Corrective Action Required:	
	None Required	
	Action to ensure current compliance:	
	None Required	
DISC-3	If the LEA determines the conduct was a manifestation of the student's disability, the LEA conducted a functional behavioral assessment and implemented a behavioral intervention plan (BIP), or if a BIP had previously been developed, reviews and modifies the BIP as necessary.	0
	34 CFR §300.530(f)	
	Student-Specific Corrective Action Required:	
	None Required	
	Action to ensure current compliance:	
	None Required	
DISC-4	On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of school code, the LEA notified the parent and provided the parents a copy of the procedural safeguards notice.	0
	34 CFR §300.530(h)	
	,	
	Student-Specific Corrective Action Required:	

None Required	
Action to ensure current compliance:	
None Required	

No Sample Req	uirements:	
NO SAMPLE-1	After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.**	N/A
	34 CFR §300.135	
	Student-Specific Corrective Action Req	quired:
	None Required	
	Action to ensure current compliance:	
	None Required	
NO SAMPLE-2	Each parentally placed private school student with a disability who has been designated by the LEA to receive services has a current services plan that describes the special education and related services the LEA will provide for the student.**	Yes
	34 CFR §300.138(b)	
	Student-Specific Corrective Action Required:None Required	
	Action to ensure current compliance:	
	None Required	
NO SAMPLE-3	The LEA conducted an initial evaluation within 60 days of receiving parental consent fo the evaluation.	
	34 CFR §300.301(c)(1)(i) Wis. Stat. §115.78(3)	
	A. The number of students for whom parental consent to evaluate was received.	15
	B. The number of students in A. determined NOT ELIGIBLE whose evaluations and eligibility determinations were completed within 60 days (include students for whom one of the exceptions to the 60-day timeline apply).	12
	C. The number of students in A. determined ELIGIBLE whose	3

	evaluations and eligibility determinations were completed within 60 days (include students for whom one of the exceptions to the 60-day timeline apply).	
D.	Number of students whose evaluations were completed beyond the 60-day timeline (does NOT include students for whom one of exceptions apply) For these students, the range of days (minimum/maximum) from consent to determination of eligibility. (report the actual days. Do not subtract the 60-day timeline)	0
E.	For students in D. above, the reasons eligibility determinations were not completed within 60 days.	Staff Unavailable
St	*udent-Specific Corrective Action ReqNone Required	uired:
Ac	ction to ensure current compliance:	
	None Required	

Procedural Compliance Self-Assessment Student-Specific Noncompliance Required Corrective Actions

The public agency must correct noncompliance as soon as possible and take and maintain documentation of appropriate action to ensure future compliance. The following chart shows the required corrective action if an individual student record is found to be in noncompliance. The software automatically generates this list.

	Compliance Statement	Required action
EVAL-1	The student's parents were contacted and afforded an opportunity to participate in the review of existing evaluation data.	If the parent was not afforded an opportunity to participate in the review of existing data, review evaluation data with the parent and determine whether additional evaluation data were needed at the time of the evaluation. If additional data were needed, decide whether a reevaluation is warranted at this time. Document the results of the discussion with the parent and the decision reached.
EVAL-2	A review of existing evaluation data on the student to identify what additional data, if any, were needed to complete the evaluation or reevaluation included: a. not less than 1 regular education teacher of such student (if the student is, or may be, participating in the regular education environment);	If not less than 1 regular education teacher was not afforded an opportunity to participate in the review of existing data, review evaluation data with the regular education teacher and determine whether additional evaluation data were needed. If additional data were needed at the time of the evaluation, determine whether a reevaluation is warranted at this time. Document the results of the discussion with the IEP team member and the decision reached. If not less than 1 regular education teacher was afforded an opportunity to participate in the review of existing data, but the review occurred before the parent was notified in writing of the start of the evaluation, no student-level corrective action is required. There must be evidence of the regular education teacher's participation. The department will verify correction of student-level noncompliance.
EVAL-3	b. not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such student; and	If not less than 1 special education teacher was not afforded an opportunity to participate in the review of existing data, review evaluation data with the special education teacher and determine whether additional evaluation data were needed. If additional data were needed at the time of the evaluation, determine whether a reevaluation is warranted at this time. Document the results of the discussion with the special education teacher and the decision reached. If not less than 1 special education teacher was afforded an opportunity to participate in the review of existing data, but the review occurred before the parent was notified in writing of the start of the evaluation, no student-level corrective action is required. There must be evidence of the special education teacher's participation. The department will verify correction of student-level noncompliance.

	Compliance Statement	Required action
EVAL-4	c. a local educational agency representative.	If a local educational agency representative was not afforded an opportunity to participate in the review of existing data, review evaluation data with the local educational agency representative and determine whether additional evaluation data were needed. If additional data were needed at the time of the evaluation, determine whether a reevaluation is warranted at this time. Document the results of the discussion with the local educational agency representative and the decision reached.
		If a local educational agency representative was afforded an opportunity to participate in the review of existing data, but the review occurred before the parent was notified in writing of the start of the evaluation, no student-level corrective action is required. There must be evidence of the local educational agency representative's participation. The department will verify correction of student-level noncompliance.
EVAL-5	The student's parent attended the meeting to determine whether the student is or continues to be a student with a disability or participated by other means.	Offer parents the opportunity to conduct a new IEP team meeting to determine whether the student is or continues to be a child with a disability. Document the results of the discussion with the parent and the decision reached. The department will verify correction of student-level noncompliance.
	At the IEP team meeting to determine whether the student is a student with a disability, the IEP team reviewed-	Offer to parents to conduct a new IEP team meeting to determine whether the student is or continues to be a student with a disability. Document the results of the discussion with the parent and the decision reached. The department will verify
EVAL-6	a. evaluations and information provided by the student's parents; and	correction of student-level noncompliance.
EVAL-7	b. previous interventions and the effects of those interventions.**	Offer to parents to conduct a new IEP team meeting to determine if omitted information affects the eligibility determination. If yes, then reconsider eligibility. The department will verify correction of student-level noncompliance.
IEP-1	The student's parent attended the meeting(s) to develop or review the student's IEP or participated by other means.	Offer parents the opportunity to conduct a new IEP team meeting to develop or review the student's IEP. Document the results of the discussion with the parent and the decision reached. The department will verify correction of student-level noncompliance.
IEP-2	The student's parent attended the meeting to determine the student's placement or participated by other means.	Offer parents the opportunity to conduct a new IEP team meeting to determine the student's placement. Document the results of the discussion with the parent and the decision reached. The department will verify correction of student-level noncompliance.
IEP-3	The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a local educational agency representative.	Offer to parent to conduct a new IEP team meeting with the LEA representative present. Document the results of the discussion with the parent and the decision reached. The department will verify correction of student-level noncompliance.

	Compliance Statement	Required action
IEP-4	The IEP contains a statement of the student's present levels of academic achievement and functional performance.	Conduct a new IEP team meeting to revise the IEP to include a statement of the student's present levels of academic achievement and functional performance.* The department will verify correction of student-level noncompliance.
IEP-5	The IEP includes how the student's disability affects his or her involvement and progress in the general curriculum or for an early childhood (3-5) student in ageappropriate activities.	Conduct a new IEP team meeting to revise the IEP to include how the student's disability affects the student's involvement and progress in the general curriculum.* The department will verify correction of student-level noncompliance.
IEP-6	The IEP team must, in the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.	Conduct a new IEP team meeting to consider the use of positive behavioral interventions and supports and other strategies to address behavior.* The department will verify correction of student-level noncompliance.
IEP-7	The student's IEP includes a statement of measurable annual goals for the student.	Conduct an IEP team meeting to revise the IEP to include a statement of measurable annual goals for the student, including academic and functional goals.* The department will verify correction of student-level noncompliance.
IEP-8	The IEP includes a statement of how the student's progress toward achieving the annual goals will be measured.	Conduct a new IEP team meeting to revise the IEP to include a statement of how the student's progress toward achieving the annual goals will be measured.* The department will verify correction of student-level noncompliance.
IEP-9	The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.	Conduct a new IEP team meeting to revise the IEP to describe the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.* The department will verify correction of student-level noncompliance.
IEP-10	The statement of special education in the IEP includes anticipated frequency including the amount.	Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of special education.* The department will verify correction of student-level noncompliance.
IEP-11	The statement of related services, if any, includes anticipated frequency and amount.	Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of related services.* The department will verify correction of student-level noncompliance.
IEP-12	The student's placement is determined at least annually.	If the IEP team has not determined placement within the last twelve months, then the IEP team must meet to determine placement.
IEP-13	Following the development or revision of the individualized education program and prior to its implementation, the student's parent(s) were provided a notice of placement.	If no notice was provided, then send a notice. If the notice was provided, but not before implementation of the IEP, no student-level corrective action is required. There must be evidence the parent received notice. The department will verify correction of student-level noncompliance.

	Compliance Statement	Required action
DISC-1	After the tenth cumulative day of removal in the same school year, the student received educational services during subsequent periods of removal.	The LEA must consider compensatory services by holding an IEP team meeting or with the agreement of the student's parent either:
		(1) Develop a written document to amend or modify the student's current IEP to reflect the compensatory services (see Form I-10) or;
		(2) Discuss with the student's parent and document agreement that no compensatory services are necessary (see Sample Letter).
		The department will verify correction of student-level noncompliance.
DISC-2	Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a school code of conduct, the LEA must conduct a manifestation determination.	The LEA must conduct a manifestation determination.
		Except where a student is disciplined for behavior involving weapons, drugs or serious bodily harm, if the behavior is determined to be a manifestation of the student's disability, the IEP team must return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.
		If the behavior is determined not to be a manifestation of the student's disability, the LEA may remove the student to the same extent it would remove a student who does not have a disability.
		If the behavior is a manifestation of the student's disability and the student already has a behavioral intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the student's behavior. If the student does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student.
		If the behavior is not a manifestation of the student's disability the student must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. The department will verify correction of student-level noncompliance.
DISC-3	If the LEA determines the conduct was a manifestation of the student's disability, the LEA conducted a functional behavioral assessment and implemented a behavioral intervention plan (BIP), or if a BIP had previously been developed, reviews and modifies the BIP as necessary.	If the student already has a behavioral intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the student's behavior. If the student does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the student.

	Compliance Statement	Required action
DISC-4	On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a school code of conduct, the LEA notified the parents and provided the parents a copy of the procedural safeguards notice.	If not already provided, the LEA must notify the parents of the decision to make a removal that constitutes a disciplinary change of placement. If not already provided, the LEA must also provide the parents a copy of the procedural safeguards notice. Document that written notice was provided, including date and method. The department will verify correction of student-level noncompliance.
NO SAMPLE- 1	After consulting with representatives of private schools, the LEA obtained a written affirmation signed by private school representatives.**	Not Applicable
NO SAMPLE- 2	Each parentally placed private school student with a disability who has been designated by the LEA to receive equitable services has a current services plan that describes the special education and related services the LEA will provide for the student.**	The LEA must conduct a meeting to develop a current services plan consistent with 34 CFR 300.138(b). The department will verify correction of student-level noncompliance.
NO SAMPLE- 3	The LEA conducted an initial evaluation within 60 days of receiving parental consent for the evaluation.	The LEA must complete the evaluation if it has not been finished. The LEA must also consider compensatory services because of the delay in the evaluation by holding an IEP teaming or with the agreement of the student's parent either: 1) Develop a written document to amend or modify the student's current IEP to reflect the compensatory services (complete Form I-10-A, Form I-10-B and attach copy of IEP) or; 2) Discuss with the student's parent and document agreement that no compensatory services are necessary (see Sample Letter). Student-level corrective action is not required if there was a delay in the evaluation and the student was not found eligible for special education. The department will verify correction of student-level noncompliance.

^{*}In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the LEA may agree not to convene an IEP meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR 300.342(a)(4)

^{**}Not required for independent 2r charter schools authorized under s.118.40, Stats.

Procedural Compliance Self-Assessment Correct Implementation – Current Compliance Suggested Corrective Actions to Ensure Current Compliance

For each item found to be in noncompliance the public agency must take steps to ensure correction and current compliance. WDPI will verify all noncompliance has been corrected and the district is currently correctly implementing all requirements.

The software drop-down box includes the following options for ensuring current compliance. Public agencies must select at least one option for each item in error:

Arrange staff training by non-district personnel (including regular education staff, as appropriate)

Conduct in-service with staff (including regular education staff, as appropriate)

Administrator observes IEP meeting(s)

Meet with individual staff members (including regular education staff, as appropriate)

Review procedures, policies, and practices at department meeting(s)

Revise IEP form(s)

Revise staff handbook

Revise written special education procedures and policies

Send memorandum to staff (including regular education staff, as appropriate)

Staff will attend workshops (including regular education staff, as appropriate)

Use peer mentors to train staff (including regular education staff, as appropriate)

Other (requires text inserted in field)

Agency Letterhead

Dear (parent's name),
I am writing to confirm our conversation on (date). We discussed whether your child, (student's name), needs compensatory services due to We agreed that we would not conduct an individualized education program (IEP) team meeting and no compensatory services are necessary.
If this does not accurately reflect your understanding of our conversation, please contact me at (phone number) by (date).
Sincerely,
Director of Special Education